



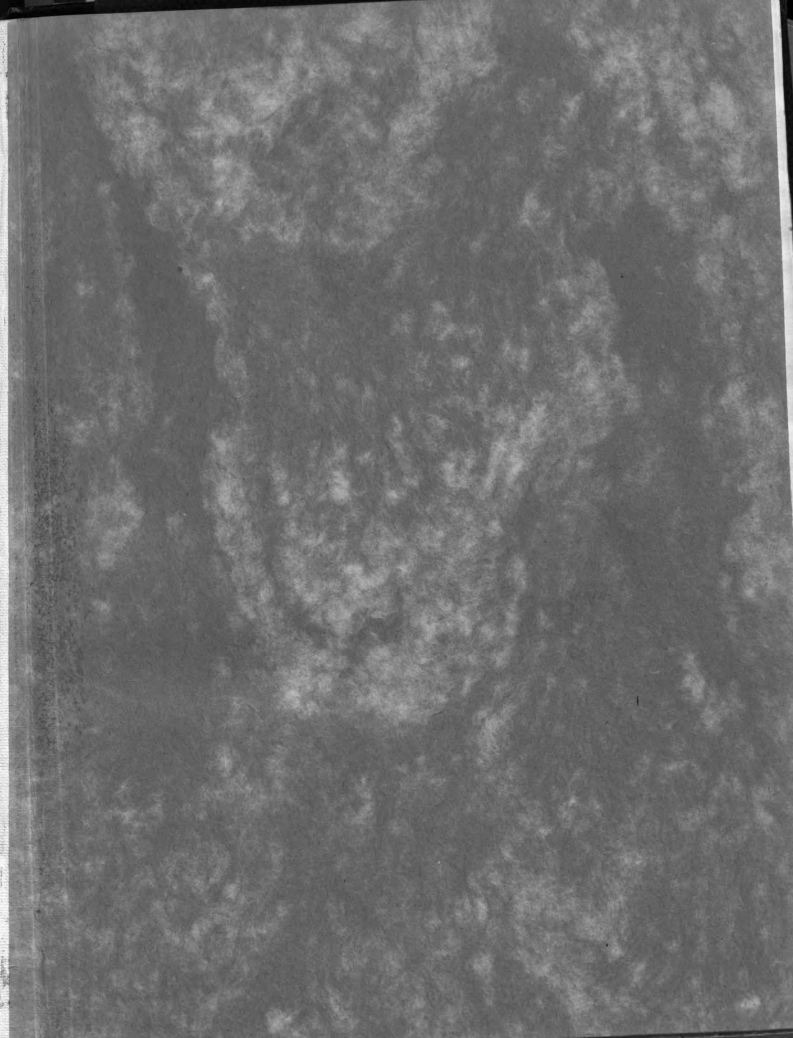
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SOCIAL RELATIONSHIPS OF
ADOLESCENT GIRLS ON RELIEF

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Louise E. Barrows
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THESIS



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SOCIAL RELATIONSHIPS OF ADOLESCENT
GIRLS ON RELIEF

By

LOUISE ELIZABETH BARROWS

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THESE

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INTRODUCTION

It is recognized that the depression has left many serious problems unsolved, and has developed many new ones. The social and economic maladjustment of individuals who have been forced to depend upon the government for a livelihood causes grave concern to all thoughtful students of welfare. In more than one million families in the United States receiving some form of governmental aid, adolescent girls are growing to maturity without the normal influence of parents as providers. It is during this impressionable age that future adult behavior patterns and attitudes are formed. What then is the effect of the loss of the breadwinner upon the social activities and relationships of these girls?

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PURPOSE OF THE STUDY

The purpose of this study is threefold:

First, to trace the historical development of studies of adolescence, and to show the change of emphasis from the physiological and psychological approach to the present method of studying the adolescent in his social environment.

Second, to compare the social activities of two groups consisting of relief and non-relief white girls, between the ages of 13 and 18, living in the city of Lansing (Michigan). By using the control technique of equated frequency distribution the two groups are similar in respect to age composition, grade in school, length of residence in their particular area, intelligence quotient, and the nativity of the parents.

Third, to study the extent to which the church, home, school and community facilities are meeting the girls' needs.

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CHAPTER I

METHODS OF STUDY

During the summer of 1938 an interview outline was made and tested on thirty girls in Kalamazoo (Michigan). The girls' names were secured from the files of the County Welfare Relief office and personal interviews were held in their homes.

In December, 1938, the names of white girls born between the years 1920 to 1925, and living in Lansing (Michigan) were secured from the master files of the Ingham County Relief Office. The names of 142 girls were obtained and personal interviews were held with eighty-four of them in their homes in the evenings and on Saturday afternoons. There was a shrinkage of thirty-four cases, caused by inability to locate, change of address, death, marriage, color, misleading names, and inaccurate birth dates. In the remaining group of 108, fifty girls were successfully interviewed, and after the elimination of eight girls, the final group consisted of forty-two.

A control group of normal girls from non-relief families was secured by asking the relief group for names of friends who would be willing to answer the same questions. After the interviews were held with the non-relief group, the names of their parents were checked with the relief records, and it was found that eight families had had relief in the past. These names were therefore discarded, except in the case of two girls whose families were found to be receiving relief. These two girls were included in the relief group. After the two groups were matched, there remained a total of forty-four girls in each group.

CONTROL FACTORS: In order to make the two groups uniform and similar for purposes of comparative study, it is necessary to consider and limit various extraneous factors which affect the girl's social participation. The first and most important factor is to consider a similar proportion of girls of the same age in both groups.

The relief group showed great retardation, and five girls had to be excluded since none were equally retarded in the non-relief group.

The third factor was the intelligence quotient. There were several girls in the relief group with low I.Q.'s, and because there were no girls with similar low ratings in the non-relief group, these girls were also excluded from the final group of forty-four.

The fourth factor was the change of address. It was felt that similar periods of residence should have a place in each group, because of the problems of adjustment of a girl in a new neighborhood.

The fifth factor was the nativity of the parents. The social adjustment of a girl of foreign-born parents will be different from that of a girl with native-born parents. Therefore an equated frequency distribution was obtained.

A few other factors were considered which could not be perfectly controlled. Several cases were excluded because of poor health, broken homes, and different sources of relief.

With the exclusion of these deviations, there remained forty-four girls in each group.

The procedure used in the third section of this study, the evaluation of resources, was by personal observation of the local



facilities. Personal interviews were obtained with the leaders in the city recreation department, branches of the local and state National Youth and Works Progress Administrations, and with teachers in the public schools, as well as directors in the churches and the Young Womens' Christian Association.

Personal visits were made to local meeting places of the young people, particularly the drug stores and dance halls in Lansing and at the Lakes, and to roller skating rinks. In addition to these the writer attended a regional conference for recreational leaders.

TABLE "A"

This table shows the equated frequency distributions used in forming two similar and comparable groups of girls.

		NON-RELIEF (No. of Girls)	RELIEF
<u>Age:</u>	13-14 Years	12	12
	15-16 "	20	21
	17-18	12	11
	Total	<u>44</u>	<u>44</u>
<u>School:</u>	Grammar school	1	1
	Junior high	12	14
	Senior "	31	29
	Total	<u>44</u>	<u>44</u>
<u>Residence</u>			
<u>In area for past year:</u>			
	Same	4	4
	Different	40	40
	Total	<u>44</u>	<u>44</u>
<u>Nativity of the Parents:</u>			
	Foreign born	5	5
	Native born	39	39
	Total	<u>44</u>	<u>44</u>

INTELLIGENCE QUOTIENTS: It was thought advisable to secure intelligence quotients in order to determine whether the mental age of the two groups was equal.

Permission to use the I.Q. obtained by the Department of Education was given by the Superintendent of the Lansing Schools, and with the assistance of the Director of the Tests and Measurements, the grades were obtained. The scores are based on the Otis Self-Administering Test.

There was no alphabetical card index of the students, and it was necessary to look through lengthy reports from the schools for the past five years. It was possible to find only twenty grades of the forty-four in the relief group and twenty-nine in the non-relief group.

The average intelligence quotient for the relief group was 102.5, and for the non-relief group 104.4. However, the median for each group was 104. The difference in the average is not significant and it is safe to assume that the general level of intelligence for both groups is equal.

As previously stated, it was necessary to eliminate several relief girls who had a low-grade ratio. Of the seven girls eliminated, the average I.Q. was 83. For this reason it was possible to have the intelligence level of the two groups equal.

In this study too much emphasis has not been placed upon test scores. The feeling at the present time is well stated by Dr. Gesell, who is considered an authority in mental testing and child development:

"The concept of the intelligence quotient has served an important historical function in exposing the wide range of individual

differences among children. But we are approaching a time when generalized quotients must be abandoned for a more analytical application of discriminative norms to ascertain the specific symptoms of ability and maturity."¹

THE INTERVIEW SITUATION: The interviewer introduced herself as a student from Michigan State College, whose interest was the writing of a paper on the leisure-time activities of girls between the ages of 13 and 18. No mention was made of the relief status of girl unless she or some other member of the family referred to it. In every case the interviewer was received courteously by the girl and her family.

At first an attempt was made to see each girl alone, but this was not always possible because in a great many cases the families lived in a one-room shack or in small houses where it was necessary for everyone to remain in the same room. In several cases the mothers were curious and remained within earshot, occasionally making additions or corrections to the comments of the girl.

In several cases the presence of others stimulated the girl's thinking, and often helped her to lose her timidity. This was found particularly true in the relief group, where the girls were shy at first, and less responsive than the non-relief girls. It was apparent that they did not have the social maturity and ease in meeting people that the control group possessed.

INTERVIEW OUTLINE: The interview outline was used during the interview and data were recorded on separate reports. The outline was found to be better adapted to a subjective study of this nature than the

¹ Gesell, Arnold, "Appraisal of Mental Growth Careers". JOURNAL OF CONSULTING PSYCHOLOGY, May-June 1939, pp. 73-75.

schedule type interview which supplies objective information in a statistical form.

The interview outline was also used in preference to a social participation scale.¹ The value of this scale lies in the tests of validity and reliability, and the standardization of the test of an adult population in the community. For this reason the total mean score of adolescent school girls would probably have no significance. Further, the variation between individual activities of the two groups rather than between the total participation scores was of major interest in this study.

¹
Chapin, S. "Social Participation Scale", University of Minnesota, 1937.

CHAPTER II

A SURVEY OF TRENDS IN ADOLESCENT STUDIES

Throughout history the adolescent has received attention and has been of special interest to the family, educators, psychologists and sociologists. At no time has the adolescent been of more vital concern than at present. Instead of a child becoming a member of adult society when he has passed a certain age or has developed physically to a certain point, he must pass through a long period of transition. In a primitive tribe a child may be accepted as a full-fledged member of society overnight with a certain amount of initiation ceremony. In occidental civilization this entrance requires at least five years of "growing-up".

Adolescence means growth, but as the term is used in biology and psychology, it defines the period of human development from the beginning of puberty to the end of the maturation process.

The trends in the study of adolescence can be divided into four fairly well-defined stages. There is apt to be some overlapping, for no one period is set definitely apart from the others.

The first studies made were of a physiological nature. Anthropometrical measurements of physical growth were made, which resulted in the concept of physiological or anatomical age. In the second phase of the development the psychologists were interested in individual differences and this led to the psychological or mental age concept. The third and somewhat minor period consisted of studies evolutionary in character. This resulted in the recapitulation theory and the doctrine of "storm and stress" and instability made famous by G. Stanley Hall. The fourth and last aspect in the study of adolescence is in terms of the social situation.

Studies were at first made of the physiological nature of adolescence. Anthropometrical measurements of physical growth were made, which resulted in the concept of physiological or anatomical age. It was supposed that information of psychological value could be obtained through the careful study of all stages and changes in physical development. Valuable as such studies are for anatomical and biological purposes, their psychological significance now appears to be less, and more indirect than it was assumed twenty-five years ago. Like so many changes in the point of view in genetic psychology, this is largely determined by a shift of emphasis from heredity to environment. Both physical and mental growth were accepted as determined from within.

In the second phase, the psychologists were interested in individual differences and this led to the mental age concept through the use of mental tests. G. S. Hall believed that mental growth paralleled physical development. For him these periods of retardation and acceleration were just as important psychologically as they were physically. Thinking in terms of intrinsic determination and the recapitulation theory, he proceeded to look upon the growth curves as a sort of graphic record of the history of the race rehearsed in the development of the individual.

Helen Thompson Wooley (1915) studied 5483 adolescents between the ages of 14-18 in their work and play group. This was the first time in history that records of physical and mental status were kept. Results showed that working children were less superior mentally than school children. Mental growth continues to a greater age in school children, and for a longer length of time in superior children. She found that a good background can give to inferior children

the advantage of three years in educational progress by the age of 14. She also found that the removal of an emotional conflict will increase the IQ thirty or forty points in three months.

The third period is dominated by recapitulation and the "storm and stress" theories. The recapitulation theory was first proposed by Ernest Haeckel and later adopted for psychological purposes by G. Stanley Hall, who is largely responsible for its widespread influence and popularity. Briefly stated in its biological terminology - ontogeny recapitulates phylogeny. Psychologically stated - the period of the individual both prenatal and post natal, rehearses the growth stages of the race. This means that the whole course of evolution must be rehearsed nine months before birth. The tree-climbing activities of small children were supposed to rehearse the tree-dwelling stage in the life of the ancestors. Gradually the defects of this theory became apparent and it lost popularity.

Hall also favored the "storm and stress" period of the growing child. Youth was characterized as a period of relative instability and subject to internal disturbances. It is quite true that intrinsic defects may not become apparent until adolescent years, and it is possible that greater demands and the strains of complicated life may serve to bring out latent defects not before apparent. Epilepsy, dementia praecox and hysteria are the three diseases of personality most frequently mentioned. Hall writes: "Some special forms of insanity are particularly prominent at this age, especially epileptic neurosis..."

The fourth and last aspect of the study of adolescence is in

terms of the social situation. The social aspect is in itself a large field, and may be divided into three separate topics:

(1) The study of the adolescent in his own world. (2) The study of the adolescent personality and culture. (3) The adolescent, and the social institutions with which he comes in contact.

Sociologically, adolescence is a "state of mind", a stage of social development. It represents an intermediate period of detachment of young people from family control, and a marked dependence upon their own age group before achieving the degree of individual independence in the making of decisions characteristic of adult status. The adolescent world may be regarded as it is conceived by adolescents. As such it may be viewed objectively, as the interests, activities, values, sentiments, attitudes and beliefs of adolescents. These interpretations are made available through the study of diaries, letters and autobiographies which reveal the conceptions the child has of the family, school and church, and the feelings they have toward their rights and privileges. Representatives of these studies include H. Blumer,¹ Jessie Runner,² E. B. Rueter,³ and E. W. Burgess.⁴ Rueter in a recent article⁵ writes: "The belief is general that the adolescent period is one of great internal turmoil and external disorder resulting, immediately and inevitably, from physiological development. The behavior

¹ Blumer, H. MOVIES AND CONDUCT. New York: MacMillan Co. 1933.

² Runner, Jessie. "Social Distance in Adolescent Relationships", AMERICAN JOURNAL OF SOCIOLOGY, Vol. 43, November 1937.

³ Rueter, E.B. "Adolescence", AMERICAN JOURNAL OF SOCIOLOGY, Vol. 43, pp. 414-28.

⁴ Burgess, E.W. "Family Tradition and Personality Development", NATIONAL CONFERENCE OF SOCIAL WORK, 1928, p. 322.

⁵ Rueter, E.B. "Adolescence", AMERICAN JOURNAL OF SOCIOLOGY, Vol. 43, pp. 414-28.

phenomenon of adolescent years seems to be culturally determined, but it has not been studied on that level, and as a result, is imperfectly understood."

Jessie Runner who is especially interested in the adolescent world, writes the following: "Documents written by adolescents show that the social aspect of the situation and environment forms the predominating interest of the period. Most of the writing shows the changing nature of the individual's social life and relationships".

From the standpoint of the mental, emotional, and social development of the person, his transition from childhood into the adult world is culturally determined. In this sense adolescence is a period between childhood and adulthood where adjustment to new social situations and relationships is necessary. The social experience begins when society no longer looks upon the person as a child, but expects him to assume certain adult responsibilities. The adolescent often thinks of himself as an adult, but to his family and to his friends he is still a child. No doubt this conflict of roles is in a large part responsible for the strange phenomenon of the adolescent period in American culture.

According to present western culture, adolescence terminates at many different points. The child matures physically first; then educationally. Next comes acceptance in industry; then marriage and family responsibilities. After 18 years the courts recognize him as an adult offender, and finally at twenty-one he is permitted to vote as a citizen. As a result of these different periods of acceptance the child may experience strain in his attempt to meet the requirements necessary for his proper adjustment. Often the strain proves too great, and conflict and anti-social behavior results.

In America, social institutions sanction certain forms of behavior with which adolescents are expected to conform. The eight major institutions which impose restrictions or obligations are the home, school, church, business, recreation, welfare, government and the neighborhood.

These institutions should not be considered by young people only in terms of duties, but rather as opportunities for development. These institutions should also serve a functional rather than a formal purpose.

CHAPTER III

FAMILY HISTORIES OF THE GIRLS ON RELIEF

Brief histories of the families on relief were secured at the Ingham County Relief Office. No information of this kind was available for the non-relief group.

HISTORY OF RELIEF IN LANSING: Relief was handled by the City Welfare Department until August, 1933, when the Ingham County Relief Commission was formed. By March, 1934, however, both city and rural cases became the responsibility of the county agency. This change in supervision was a result of the program created by the Federal Government in May, 1933. The Federal Emergency Relief Act authorized the Federal Emergency Relief Administration to disburse \$500,000,000 of the funds of the Reconstruction Finance Corporation to the states for relief purposes. No one expected this would be more than a temporary measure when it was inaugurated six years ago.

LENGTH OF TIME THE FAMILIES WERE ON RELIEF: The average length of time during which the families received relief was five years and seven months. Two of the families have received relief for the past eighteen years.

PARENTS' AGE: The fathers' ages range from thirty-five to sixty-seven years; the average is forty-four years and seven months. The mothers' ages vary from thirty-three to sixty-nine years, and the average is forty-three years and six months.

EDUCATION: The average school grades completed were eight and a half for the men, and seventh and a half for the women. Two of the mothers attended normal school for one year.

PARENTS' OCCUPATION: Fifty-four per cent of each group have fathers who are, or have been employed in a phase of the auto industry in

[illegible]

Lansing. The factors involved in the forming of the two groups, non-relief and relief, are too complex to state in a few sentences. The complexities of modern industrial and business life are better explained by the economists. A man may be hired on the 15th of the month, and later an order may come from the main office to dismiss all men hired after the 15th. Back of that order are factors over which no worker has control.

A large group of men on relief had been formerly employed in the building trades. Paradoxically, there is a great need for building and improvements in housing conditions, yet these men, who have been trained to do that work are idle.

In the non-relief group, 9% of the mothers are employed in clerical or sales positions. In all cases where the mother was employed, such employment was necessary because of the low income of the father. The question arises whether the employment of these women keeps the family from relief rolls. None of the mothers in the relief group were employed. This was caused largely by the lack of training, scarcity of jobs, and the burden of caring for large families.

HEALTH: Health is a very important consideration, particularly when it prevents the head of the family from working. Mr. Y's health was described in the case record as follows: "Since his second marriage he has had an appendicitis operation, scarlet fever, a broken leg, and general lameness from lead poisoning."

One father recently died of an intestinal tumor, and another died of "stomach trouble". Several suffered from ulcers of the stomach, gall bladder trouble, tumor on the shoulder, double ruptures, blood poisoning, neuritis, rheumatism, and varicose veins.

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Among the women the most common complaint was some form of "nervous disturbance", usually caused by too frequent childbirths. In addition to diseases of the "female organs", the following were very common complaints: poor teeth, rheumatism, goiter, appendicitis, diabetes and heart trouble.

ATTITUDES AND HABITS OF THE PARENTS: It is desirable to understand the habits and attitudes of the parents as recorded in the case records. The attitudes and personal habits of the client were often distorted by the personal feelings of the sometimes untrained case worker toward the client.

An attempt by the mother to keep the home cheerful and the atmosphere pleasant is mentioned in several cases. It seemed as though the women were better able to retain an optimistic attitude and a faith that their husbands would again be employed. Bitterness on the father's part was frequently mentioned because of his inability to locate a job. This feeling often took the form of moroseness, irritability, and depressed spirits.

There were not more than one or two cases where the case-worker felt there was a misrepresentation of income.

SIBLINGS: In order to gain a complete picture of the girl in her family setting, it is necessary to consider her brothers and sisters. The average girl in the relief family had four siblings, and in 50% of the cases, the girls interviewed were either the oldest or the second oldest in the family.

Ill health appeared with greater frequency among the younger children. This may have been because approximately half of the children, seven years old or less have lived on a relief diet all their lives. Common diseases among the children are headaches,

eyestrain, ^{4.1}earches, throat diseases, appendicitis, rheumatic fever, tuberculosis, diabetes, eczema, tumor growths, weak hearts, "nervous breakdown", speech defects, and epileptic fits.

One girl interviewed, whom we shall call Verna, had a brother who had a "nervous breakdown" while working on a farm. A year later he had a job in the city and fainted the first day of work. He tried to get another job in a factory. When he refused to leave at closing time, the police were called, and he told them he had "murdered his entire family". He was taken to Kalamazoo State Hospital where he remained for a short while. He apparently recovered and now has NYA employment.

Verna's other brother was arrested for burglary. He was on probation from the juvenile court, and as a result of this offense he was sent to the Reformatory at Ionia.

Lois has a brother who was sent to the Boys' Vocational School on a truancy charge. Later he was sent to Ionia for stealing and robbery armed. At the time of his release he was sent to a CCC camp, where he was dishonorably discharged for bringing a girl into camp and stealing a camp truck. While working on a work relief project he stabbed a man in the face with a pitchfork. Later he stole some tools and was sent to Jackson. A sister was sent to a home for incorrigible girls. In spite of this record Lois has shown no delinquent tendencies, and the case record mentions her very fine and helpful attitude, particularly as an interpreter to her Polish parents.

COURT RECORD: Eleven per cent of the fathers in the relief group had been brought into court, primarily on charges of drunkenness.

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The most serious offense committed was improper conduct toward a minor by a father who had been drinking, and as a result he was sent to Jackson prison.

Mildred's father was arrested several times for operating a gambling establishment, and for drunkenness. Catherine's father was arrested for disorderly conduct while drunk.

One mother was reported to the police for disorderly conduct while drunk.

It is significant to note that in spite of the frequency of offenses among parents and siblings, no delinquency was reported among the fifty girls interviewed.

MARITAL SITUATION: In 24% of the relief families, some form of overt disharmony among the members of the family was recorded. Two of the families were broken by divorce, one by separation, four families had one or two remarriages, and in four other families divorce proceedings had been started but never completed.

For example, there is the case of Verna's father, who started divorce proceedings "in desperation over financial failure". One day while shaving, he became nervous and overwrought, and threw the razor at the children.

Fern's mother cannot endure her husband because "all he does is sit". Frieda's father left her mother because she "nagged him all the time".

Alta's father deserted his large family and lived in Detroit with another woman, who gave birth to an illegitimate baby. At the same time two of Alta's sisters were illegitimately pregnant.

NATIONALITY: Exactly 11% in both groups had either one or both

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foreign-born parents. In the non-relief group were parents from Czecho-Slovakia, Scotland, Greece, Assyria and England. The relief group had in it four from Italy, one from Poland, and Germany.

With one exception there was an evidence of family solidarity. Although two of Lois' brothers and one sister had been in court, there was a very kindly feeling among the members of the family. Eileen said that her father, who had been born in Greece, did not "mix" very well with her friends. He preferred to stay alone in the kitchen. However, she got along very well with him, and said that he was the "best cook in the world".

CHAPTER IV
COMPARATIVE STUDY OF THE HOME SITUATION
IN BOTH GROUPS

TYPES OF HOME: In this study it was found that the girls lived in three types of dwelling places. The smallest and least private was the rented room where plumbing facilities were usually found elsewhere in the house. The flat or apartment afforded more privacy and was in most cases an independent and private unit of two or three rooms. The third type was the separate house. Each of these were graded on four degrees of habitation- the "satisfactory", the "fair", the "poor" and "very poor".

In the classification of "satisfactory" homes, the following factors were considered: comfortable and adequate furniture, without particular regard to newness and style; the presence of a rug or carpet on the floor; and the walls and woodwork in good repair. Also important was the general atmosphere of personal planning in regard to color and the arrangement of the furniture.

A "fair" home was one with neat, clean and adequate furniture. A "Poor" home was one where dirt and dust had accumulated, with no rug on the floor, and worn, broken furniture. A "very poor" house was one where all personal pride and attempts to keep it clean and livable were lacking. In this group there were usually electric lights but an absence of plumbing.

According to this crude type of classification the following results were found. Very briefly stated, 95% of the non-relief group lived in either satisfactory or fair types of dwellings, and 52% of the relief group lived in dwellings of a similar type. The remaining groups of 5% and 48% lived in dwellings of a poor or very

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poor type. The differences were tested and found to be significant.¹ Eleven per cent of the relief group and 9% of the non-relief group lived in apartments or separate rooms. The remaining group lived in one family dwellings.

The families on relief have a difficult time in locating houses of a satisfactory nature because of the high rent. For example, Beulah, who comes from a relief family, lives in a "run-down" house located one block from the State Welfare offices. The house, according to the record, is condemned by the city because of insanitary plumbing conditions, but the family was "overjoyed at finding a house with such cheap rent".

ENTERTAINMENT IN THE HOME: One of the greatest and most important differences between the two groups is the extent of home entertainment. 72% of the girls in the non-relief group and 22% of the relief group feel free to have their friends come to their home at any time. This difference of 50% is very significant.

The girls in the relief group complain of the presence of too many members in the family and consequent lack of room for their company. Many of the homes offer no facilities for guests, and frequently living rooms and dining rooms have beds in them. Other relief homes have only a few chairs to seat guests. Some girls are ashamed of their homes, and are reluctant to have their friends see them.

Many of the girls have never given a party. Several of the older girls said they went to more parties than they gave. Others said they were not invited to parties because they would not be able to invite the girls in return.

¹ Arkin & Colton, STATISTICAL METHODS, New York: Barnes, 3rd Edition, 1938. p. 125.

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TYPE OF HOME AND AMOUNT OF ENTERTAINMENT: In order to ascertain the statistical correlation between the type of home and the amount of entertaining done in the home, the coefficient of contingency¹ was used because it is the correlation of attributes or associations. The coefficient of association (of mean-square contingency) is based upon a comparison of the number of cases actually occurring in a given box or cell, and the number of cases which would occur in the cell due to chance or a comparison of the actual distribution and the distribution occurring when there is no association.

The four types of classifications of homes is used in this table: satisfactory, fair, poor, and very poor. The girls who live in rooms or apartments were not included in this correlation, because the limited space of the living quarters offered another factor.

In order to use a 4 x 4 table, four degrees of entertaining were arranged in the following order: first, very frequently, second, frequent; third, infrequent, and last, none. The following tables show the distributions.

¹Yule, G.U. THEORY OF STATISTICS. p. 65.

TABLE 1: The contingency table shows the correlation between the type of home and the amount of entertaining among the relief girls.

		<u>TYPE OF HOME</u>					<u>KEY</u>	
		2	1	-1	-2	TOTAL	<u>HOME:</u>	
AMOUNT OF ENTERTAINING	2	6	1	0	0	7	Satisfactory	2
	1	5	1	1	0	7	Fair	1
	-1	3	6	4	7	20	Poor	-1
	-2	0	0	0	4	4	Very Poor	-2
		14	8	5	11	38		

Correlation equals .63

<u>ENTERTAINMENT:</u>		
Very frequent	2	
Frequent	1	
Infrequently	-1	
None	-2	

TABLE 2. The contingency table shows the correlation between the type of home and the amount of entertaining among the girls in the non-relief group.

		<u>TYPE OF HOME</u>				
		2	1	-1	-2	TOTAL
AMOUNT OF ENTERTAINING	2	20	2	0	0	22
	1	7	5	1	1	14
	-1	3	0	0	0	3
	-2	0	1	0	0	1
		30	8	1	1	40

Correlation is .47

TABLE 3. The contingency table shows the correlation between the type of home and the amount of entertaining done by the girls in both groups.

		<u>TYPE OF HOME</u>				
		2	1	-1	-2	TOTAL
AMOUNT OF ENTERTAINING	2	26	3	0	0	29
	1	12	6	2	1	21
	-1	6	6	4	7	23
	-2	0	1	0	4	5
		44	16	6	12	78

Correlation is .59

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The correlation in the first group is .63. This is highly significant as tested by the Chi Square test of significance. It means that this distribution of figures could occur less than one chance in a hundred. It must be remembered that the coefficient of contingency when used in a 4 x 4 table cannot exceed a maximum value of .866. Consequently there is a high correlation between the type of home and amount of entertaining.

The correlation in the second table is .47. When this was tested it was found not to be significant. The chances of this distribution occurring by chance are fifteen in one hundred times. It will be noticed in the table that all the girls come from good homes with the exception of two girls. All the girls who live in good homes do a great deal of entertaining. As a result this correlation is not significant.

The third table shows a composite of the two tables. The correlation was found to be more than midway between the two other correlations, .59. This was tested for significance, and with a larger parent group was found to be very significant and would not likely occur one chance in two hundred.

PARTICIPATION IN FAMILY ACTIVITIES: It was found that 31% of the non-relief group and 18% of the relief group participated in recreational activities with their parents. The differences between the two groups in percentages are not significant. However, it is significant that there is so small a proportion in each group active in family affairs. It is evident that there is a lack of common interest between the two generations.

One of the factors that promote family activity is the automobile. 79% of the non-relief and 52% of the relief group own cars.

The car serves as a means of visiting relatives, taking trips, or going on picnics.

During the recent winter, the most popular pastime among all the families was Chinese Checkers. Several mothers said the game kept the children out of mischief. It served as a common link between parents and children.

OWN ROOMS: Twenty per cent of the girls on relief and 45% of the non-relief girls have their own rooms. This difference was tested and found to be highly significant. In the latter group two of the girls sleep with their mothers and a third with her grand mother. In all three cases the fathers and the grandfather lives at home. There are younger brothers in the family who evidently sleep with their fathers. This shows that there is crowding among families not on relief. None of the relief girls slept with their mothers. However, three of the girls said they slept with two younger sisters, thus making three in a bed. In several cases where the families were large, the entire attic or upstairs was curtained into two parts, one side for the boys and the other for the girls.

One of the first steps taken by a family finding it necessary to go on relief, is to secure a smaller and a cheaper dwelling. As a result, there is a great deal of unhealthful overcrowding and lack of privacy.

HOME DUTIES: This study shows that the relief girl assumes household duties and more responsibility at an earlier age than non-relief girls. 38% of the relief girls and only 11% of the non-relief group had almost full responsibility of the home. This figure is highly significant. Duties consisted of caring for younger children

washing the dishes and general cleaning.

Thirty-four per cent of the non-relief group and 20% of the relief group had no responsibility in the home. This difference is not statistically significant.

It is commonly believed that the early responsibility of housework matures a girl. It is true that the girls in the relief group have more responsibility and may be more capable in housework, but they have neglected social contacts, and have not learned to mature in an adult social world. This lack of sociability and social maturity evidenced during the interview, was shown by a lack of poise, uneasiness and difficulty in conversing.

HEALTH OF THE GIRLS: The health of the girls would be difficult to diagnose, except by a physician's examination. Because such an examination was not feasible, the health ratings are not completely accurate.

Health was rated according to the number of days or length of period they were absent from school because of ill health. The period of absence varied from a week, a month, and a year, and the health was graded according to good, fair or poor. The latter group included the more chronic forms of diseases. Several girls were excluded at the beginning of the study because it was felt that their social behavior was largely determined by their health rather than their economic condition. This is especially true in the case of an epileptic, a girl with a speech defect, and another with a hyperthyroid condition accompanied by overweight.

Good health was found in 86% of the non-relief cases and in 61% of the relief group. This figure when tested for significance, proved it could occur one per cent of the time. It will then be

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correct to assume that good health is more predominant in the non-relief group than in the relief group. Poor health was found in only 2% of the non-relief cases and in 18% of the relief girls. This is also statistically significant.

In regard to the types of disease and sickness, the following were found:

Two relief girls were recovering from serious cases of eczema on the face and arms. Arleen, whose family first applied for relief eighteen years ago, appeared very weak and tired as a result of rheumatic fever. However, she is active on a committee in the Girls' League, and expects to graduate from high school in June.

Mary J. is from a relief family. She had St. Vitus dance (Sydenhans chorea) when she was young. As a result she has missed two years of school, and dislikes it heartily because she is retarded. In the non-relief group there is Frances who also had the same nervous disease. She, however, missed only one-half of a semester of school. Her mother said whenever Frances showed a facial tic they bought an expensive bottle of medicine which the doctor recommended. Frances' recovery seems to have been more rapid than was Mary's. It is possible that conditions which help in the thorough recovery from a nervous disease of this type were not present in Mary's home. It is necessary that the patient have complete rest and quiet, a healthful diet, and good care. In a small house with a large family it is impossible to secure the proper amount of sleep and rest, and equally impossible to plan an adequate diet on a relief budget.

LETTER WRITING: The accuracy of the figures in regard to this activity are doubtful. Most of the girls were unable to state the amount

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or extent of their letter writing. 57% of the girls in non-relief families wrote one or more letters a week as compared to 30% on relief. Lois was asked if she wrote letters, and she frankly admitted that she knew no one to write to. Netty said she wrote to four or five boys in the CCC camp each week. Netty has been ill the major portion of her life, and as a result is retarded in school. Because of this she dislikes it. She goes with an older group of girls and boys outside of school; since most of the boys are from out of town, she writes to them. She gest satisfaction as well as recognition from this. According to the case record, the father and mother have violent quarrels, and the home situation is not always pleasant. The outlet for her possible unhappiness in the home is through letter writing.

Flossie said she wrote to the radio stations, but has never received a reply. None of the girls mentioned the cost of postage as a factor in not writing letters. The main reason given was that they had no friends outside the city. Eighteen per cent of the relief girls had never written a letter in their life, and many said they would not know how.

DIARY WRITING: Twenty per cent of the girls in non-relief families kept diaries as compared with 4% on relief. The first group said they had no time or forgot to do it, and the other group said they had nothing to write about. One of the girls on relief did not know what a diary was. Several of the girls said they had no privacy, and their brothers and sisters read what they wrote.

In order to determine whether there was a coefficient of correlation between writing in a diary and having an own room, 2 x 2 contingency tables were used. However, the correlation in the non-relief

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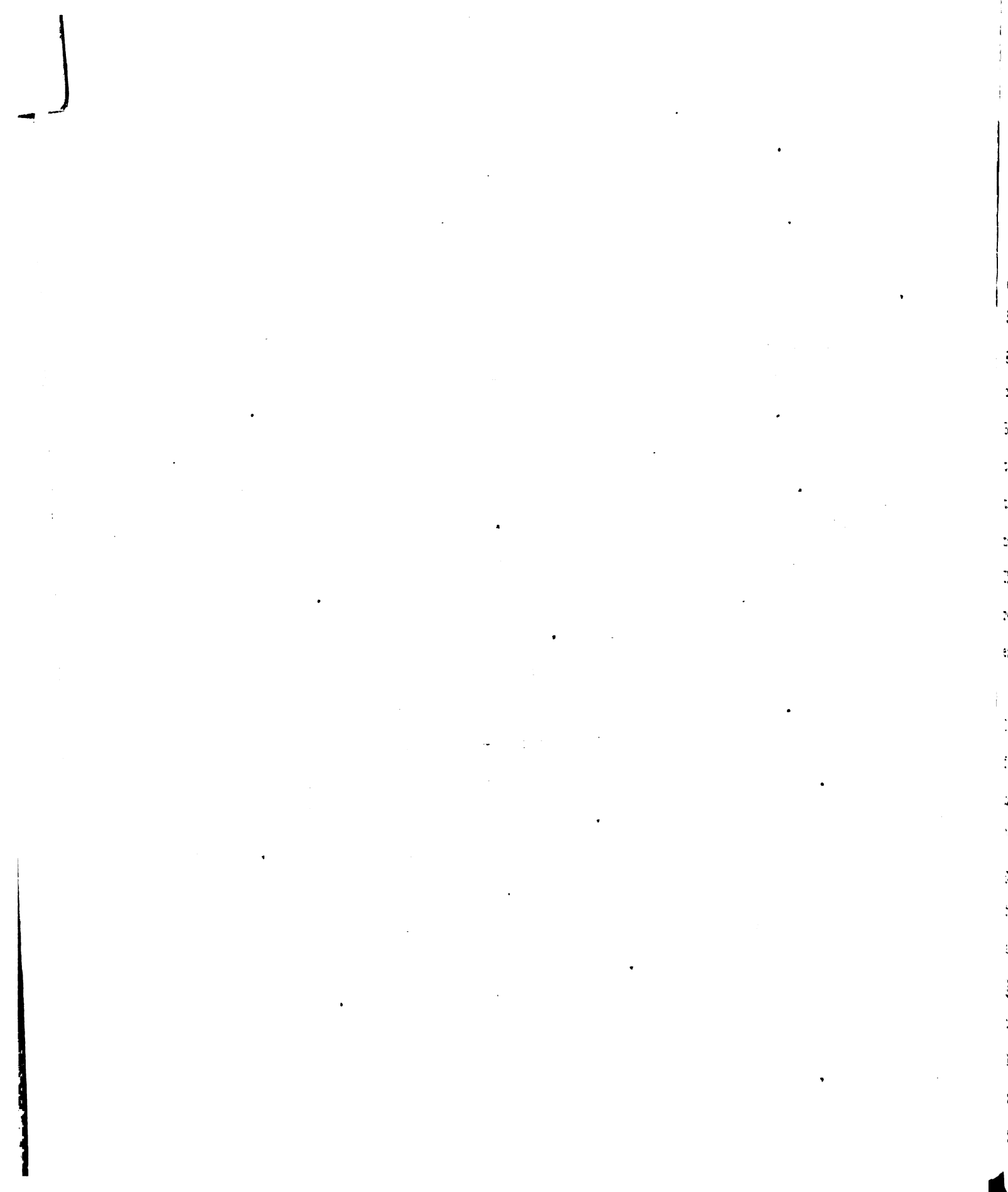
group was not significant, and the sample was too small to use in the relief group.

Diary writing at the present time consists of a few lines in a five-year diary. Events of the day are listed, and no attempt is made by the girls to write lengthy paragraphs about their thoughts and attitudes.

CULTURAL ACTIVITY: Fifty-two per cent of the girls in the non-relief group played some form of a musical instrument as compared to 22% of the relief group. This difference is statistically significant. The most popular were the piano, stringed instruments and wind instruments in both groups. One girl in the non-relief group sings both in a trio with a dance band, and often on the radio.

Eighteen per cent of the girls in non-relief families did some form of art work at home, and were especially interested in it. Only 4% of the relief group were so inclined. Only one girl in the relief group as compared to three in the non-relief group wrote poetry or stories at home.

Sewing was done by 10% more in the non-relief group than in the relief group. 50% of the girls in the non-relief group made their own dresses or other wearing apparel. The excuse or reason given for not sewing by the relief girls was that they had no sewing machine. Sewing machines are an expensive investment. This group would be helped if machines were available at a low rental charge, to be used in their home or in a community center. Many girls and mothers would avail themselves of the opportunity to make their own clothes. In this way the girls would develop a useful art and be happier in designing their own clothes.



READING HABITS: Both groups had the same taste in books. This is probably due to similar educational backgrounds. The favorite author was Zane Gray, and in second place was Louisa Alcott. Their choice of types of stories were also similar. First, they preferred "exciting murder mysteries", and second, stories about college and girls' boarding schools. The names of the great authors, Tennyson, Shakespeare, Dickens and Scott were mentioned only by the relief group. The girls in the non-relief group were more familiar with contemporary women writers, such as Margaret Mitchell, Edna Ferber, Bess Streeter Aldrich, Pearl Buck, Kathleen Norris, and Agatha Christie. The reason for this difference may be caused by the fact that the relief girls do not have access to popular new novels. The non-relief group has parents and friends who frequently buy new books. This group was better able to name authors and titles. The girls on relief said they chose the book by its cover, its name, or its interesting appearance.

Most of the books were secured through the public school library. Caroline, who has been on relief less than a year because of her father's death, rents books from the rental library. She said she had to pay 49¢ for the "Citadel", but fortunately she borrowed "Gone With The Wind" from a friend. Thirty-six per cent of both groups read one or more books a week. The greatest difference between the two groups was that 18% of the relief group never reads a book as compared to 2% of the non-relief girls.

MAGAZINE READING: A greater variety of tastes was shown in the selection of magazines, as well as the number read by each group. Ninety-six per cent of the girls in the non-relief group read magazines, as compared to 28% of the relief group. This is very significant. Most of the girls in both groups preferred to read magazines

to books. While the non-relief group subscribed or bought magazines at the newsstands, the relief group usually received their magazines second hand from relatives and friends.

The favorite magazine in the relief group is "True Story". The girls said they liked the stories because they are "so exciting". Others said that it was the only magazine their mothers bought.

The favorite magazine in the non-relief was the "American". As a general type, both groups liked the women's magazines, such as "Good Housekeeping", "McCalls", and the "Woman's Home Companion". In addition the non-relief girls mentioned the higher priced women's magazines.

In second place, the relief group liked the weeklies, such as "Colliers", "Liberty", and "Saturday Evening Post". The non-relief girls preferred the monthly magazines, and the home type, such as "Better Homes and Gardens", "Parents" and "Cosmopolitan". Three of the girls in this group liked the "American Boy", because of the athletic stories.

NEWSPAPER READING: The girls were asked what they read in the newspapers. The usual response from the girl, as well as her family, was a laugh, and after a hesitation, she would say the "funnies". Rose was the only girl in the total number of interviews who said she did not like the "funnies". She was also the only girl who subscribed to "Time" magazine at school. Probably because she was in the relief group, she may have been influenced by her home situation toward a mature and serious outlook upon life. Her mother and father had been divorced within the past month, and because her mother did not like housework, Rose was responsible for the entire care of the

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house and children. She said that her younger sister considered her the mother rather than her actual mother. Rose had a serious and pessimistic philosophy. She was annoyed by the attempt of the "funnies" to be humorous, and hated the movies and dance music.

The newspaper subscriptions among the relief group were rather high. Seven of the twenty-seven subscribers, or 15% of the 61% of the relief group who took newspapers, subscribed to two dailies. There were only two families in the control group that did not take a paper. For this reason this group was better able to mention more parts of the paper read.

The second choice by both groups was the front page, particularly the lower-half section which contains the stories of local auto accidents. In third place were special features, such as Dorothy Dix and Dr. Brady. This was the extent of the material read by the relief girls; the other group mentioned the society page, school news, editorials and the serial story.

RADIO: Every family that was interviewed had a radio, and several of the non-relief girls had one in their bedroom.

The girls in the relief group follow the radio very closely, and some of the girls hinted that they remain home from school in order to listen to a particular serial story in the morning.

Kathleen, a quiet, bashful girl, who had answered the questions with a faintly audible "Yes" or "No", was asked what radio programs she liked the best. Immediately she sat up straight, her eyes brightened, and she forgot the filthy house and her five or six younger brothers and sisters, and spent twenty minutes telling the details of her favorite serial, "Life Can Be Beautiful". To Kathleen, this particular story was the greatest experience in her life. It made her forget her own sordid surroundings as she imagined herself in

the role of the girl in the story.

A popular feature of the social life of several girls, particularly those on relief, was membership in a radio club, which are sponsored by advertisers on the radio.

The most popular programs of the non-relief groups were the dramatic hours in the evening of the Lux Theatre and Orson Welles.

The relief group was dependent upon the radio as a means of entertainment to a far greater degree than the non-relief group. This latter group accepted the radio as a supplement to an evening's entertainment.

SPENDING MONEY: There are four methods or arrangements by which girls receive their spending money; first, a regular allowance; second, some girls ask their parents, preferably their mother because she understands the needs of girls; third, some girls earn their own spending money; and last, the girls who have no money to spend.

In the non-relief group, 18% of the girls received an allowance which ranged from fifty cents to \$1.50, or an average of eighty-four cents a week. Seventy-seven per cent of the same group asked their parents for money, and spent from twenty-five cents to \$4.00 a week, an average of \$1.21 per week. Four per cent of the girls in the non-relief group earned their own money by playing in an orchestra, by giving piano lessons, singing on the radio, taking care of children, and clerking in a shoe store. There were no girls in this group without spending money.

No girls in the relief group received an allowance from their parents. Sixty-eight per cent of them asked their parents for money, twenty-one per cent were almost self-supporting, and 11% had no spending money. The girls in this group earned money by taking care of

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children and doing housework. Only one girl in this group was completely self-supporting. She did not attend school, and earned \$45.00 a month as a waitress in a hospital.

Most of the money that the girls earned was spent on shows, candy, cosmetics and stockings.

Two of the relief girls were employed in School Aid under the NYA. Both of these girls were well chosen for the position. Frances came from a family with high standards, which had been on relief less than a year. Application for relief was necessary because of a nervous breakdown of the father. Frances, throughout high school, had gone with a large group of girls, and often entertained them in her home. She is president of the Latin Club, and a good scholar. The small NYA check each month helps her to maintain her former relationships with the girls.

Beulah is also on NYA. Her home is marked by discord, quarrels, and overcrowding. Her parents report that she has delinquent tendencies, and they are not able to manage her. They complain that she stays out late and likes to dance, and has no consideration for them. It is possible that the use and handling of her own money will obtain for her a satisfaction which her family relationship is not able to give her.

CLOTHES: Over 50% of the non-relief group were interested in clothes and boys. In a high school girl's mind the two are almost impossible to separate. Most of the girls believe that girls dress in order to please the boys. However, one girl differed, who said older girls, particularly, dress to please other women, because they are the only ones who know what is good style. She thought that the

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younger girls dress "to attract rather than to please".

The majority of the girls felt there were no reasons for a girl to be untidy in her appearance. The basic costume for high school girls is a sweater and skirt, which may be purchased for as little as 50¢ for the sweater, and \$1.00 for the skirt. The over-dressed girl was more often criticised than the girl with poor clothes. There seemed to be a tendency among the relief girls to wear fancy silk dresses, which usually looked cheap, and were of poor wearing quality. However, some of the younger girls on relief wore made-over dresses of heavy velveteen and wool. The buying and the selection of clothes is a worthwhile subject for study in the school clubs and domestic science classes, especially where economy is necessary.

As serious as the clothing problem may be in some cases, it is not as vital as the problem of stockings. If a girl from a non-relief family discovers a run in her stockings she is annoyed, but a girl on relief is desperate. Stockings are the greatest expense in the girls' budget. At present it seems to be the fashion to wear the sheerest hose possible in order to give the appearance of no hose. These seldom last more than a week, and cost from 44¢ to 79¢ a pair. Fortunately, the wearing of ankle socks may eliminate this serious problem. However, both are worn by the older girls because the teachers and principals object to bare legs.

HOBBIES: Twenty-two per cent of the non-relief girls and 9% of the other group had some form of a hobby; this difference is not statistically significant. However, there was no one in either club who had an outstanding hobby which developed a skill or an art.

The following hobbies were found in both groups: souvenirs of parties and dances, scrapbooks of movie stars, news, and religion.

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The lack of hobbies among the girls shows a need for development in the training of girls in specialized crafts and useful arts.

SMOKING: Eighty per cent of the girls from the relief group and seventy-five per cent of the girls from the non-relief group dislike smoking. The general response to the question, "What do you think about smoking?" brought a frank disapproval by both groups. The feeling was general and seemed to be genuine, although there is danger in asking a question of this type that the girls will give the answer they think the interviewer will approve rather than the true answer. Girls are somewhat more lenient in regard to smoking among older women but very strict among their friends. There were varying estimates about the number of girls that smoked in their school; some had seen no smoking, others thought at least three-fourths of the girls smoked.

Beulah, from a relief family, was the only girl who said she had been a heavy smoker. However, she had just given it up because a medical examination revealed that she had a weak heart.

The girls were asked why they opposed smoking, and many of the objections were based on what most of the girls believed to be a moral question. Virginia, who had recently broken away from the Latter Day Saints Church (Mormon) to one of a more evangelistic type, said that she objected to smoking for religious reasons. Other comments included, "Looks terrible", "smoking belongs to men", "it makes a girl look tough", "cheapens her", "not the thing to do because my mother does not like it".

With regard to drinking, all the girls disapproved except three in the relief group and four girls in the non-relief group. Betty surprised two of her friends by saying that a glass of beer now and then was all right. A girl whose father was a heavy drinker said

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she hated drinking because it lead to drunkenness. Elsie disliked drinking because it caused a girl to lose her dignity. Only one girl objected to drinking on the basis of health.

The girls were not anxious to discuss "necking", either because it had been discussed too much in the charm and social clubs in school, or they considered it a personal matter. However, there was a general feeling that some girls "went too far", and the very popular girl with many dates usually had to "neck" and "pet" to have the large number of dates.

CHAPTER V

ACTIVITIES OF THE GIRLS IN THE SCHOOLS

PARTICIPATION IN SCHOOL ACTIVITIES: There are 52% non-relief and 25% relief girls who participate in extra-curricular activities in the school. This difference between the groups is statistically very significant. This same percentage carries through in the number of clubs represented and the club memberships in the school. The girls not interested in club work consisted of 29% of the non-relief group and 41% of the relief group. This figure is not significant. 22% of the relief group and 18% of the non-relief group attended West Junior High where no extra-curricular activities were offered except as a part of the regular class work.

There was a total of 24 different clubs to which girls in both groups belonged, but only six clubs had girls from both groups. The six clubs where there was a common membership are a Birthday Club in the grammar school, with a large membership of all the pupils in the grade; Embroidery Club, Tappette, Swingsters, Girl Reserves, and Commerce Club.

The clubs to which non-relief girls belong exclusively, are: Auditorium, Life-Saving, Honor Society, Spanish, French, Tumbling, Servidor, Sophomore Sophisticates, Art, Debettes, Travel, Mix-Masters, Typography, and Soap Carving.

The relief girls belong to: Scrapbook Club, Home Planning, Latin and Bible Club. The assistant principal at one of the high schools said that the Bible Club membership was composed largely of students from the relief families.

It will be seen that the non-relief girls belong to a much greater variety of clubs. They tend to be more exclusive in nature and

limited in their membership, in contrast to the club membership of the relief girls.

LEADERSHIP IN THE SCHOOLS: Twenty-nine per cent of the non-relief and nine per cent of the relief girls hold an official position in the school or in clubs. This figure is statistically highly significant. The positions held by the non-relief girls were as follows: secretary of the Auditorium Club, vice-president of the Junior Class, publicity chairman for the Girls' Athletic Association, a representative of the Student Council, secretary of the Sophomore Sophistates, social chairman of the Debettes, vice-president of the Art Club, and a representative on the school Judiciary Board.

In addition to the formal organized activities, the girls are active in band, orchestra, athletics and newspaper work.

The positions held by the four relief girls are as follows: president of the Latin Club, secretary of the Girl Reserves, secretary of the Commerce Club, and a member of the Service Committee in the Girls' League. In addition a few girls were active in band, orchestra and athletics.

ATTENDANCE AT SCHOOL DANCES AND FOOTBALL GAMES: Sixty-nine per cent of the non-relief group and 29% of the relief group attend dances and parties. Several of the schools sponsor hour dances in the afternoon or at the noon hour, and the admission is five or ten cents. The girls are encouraged to go alone and become acquainted with others. Most of the relief group frankly admitted they did not have the money to spend for the dances. Others showed a dislike for the girls who attended the dances. Some did not attend because their parents did not approve of dancing.

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Betty's father thought that dancing was sinful. He also thought that radio programs were "bad" because they often mentioned unmarried¹ mothers.

Although attendance at the football games is more general in both groups, it is significantly higher in the non-relief group. Eighty-four per cent of the non-relief, and 47% of the relief group attended the games.

Admission to the games is through a General Organization ticket book which costs \$3.50 a semester, or may be bought at twenty-five cents a week. The assistant principal at one of the high schools said that arrangements were often made for students who were unable to pay the fees.

REASONS FOR NOT PARTICIPATING IN SCHOOL CLUBS: Both groups gave common reasons for not joining clubs. The first reason was that the girls needed the period for studying. The non-relief girls thought the clubs were uninteresting, and were better suited to younger girls. Among the girls on relief the following reasons were given: Rose said she did not have time. In addition to almost complete responsibility at home, she cleans the office of a cleaning establishment from 7:00 to 7:30 in the morning. The rest of the time she devotes to studying and violin lessons.

Netty, who is retarded in school because of ill-health, has to spend her time in make-up work.

Lois wanted to join the Girl Scouts, but because of the high fees she joined the Girl Reserves. Alta, who comes from a family, three of whom have illegitimate children, wanted to join the Girl Scouts

¹It is interesting to note that one of this man's sons was sentenced for stealing a car.

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but was told by her teacher she should join the Girl Reserves. She did not want to do this, and is not a member of any organization.

Katherine, who is secretary of the Commerce Club, said that girls did not join clubs because they are bashful, and need the time for studying.

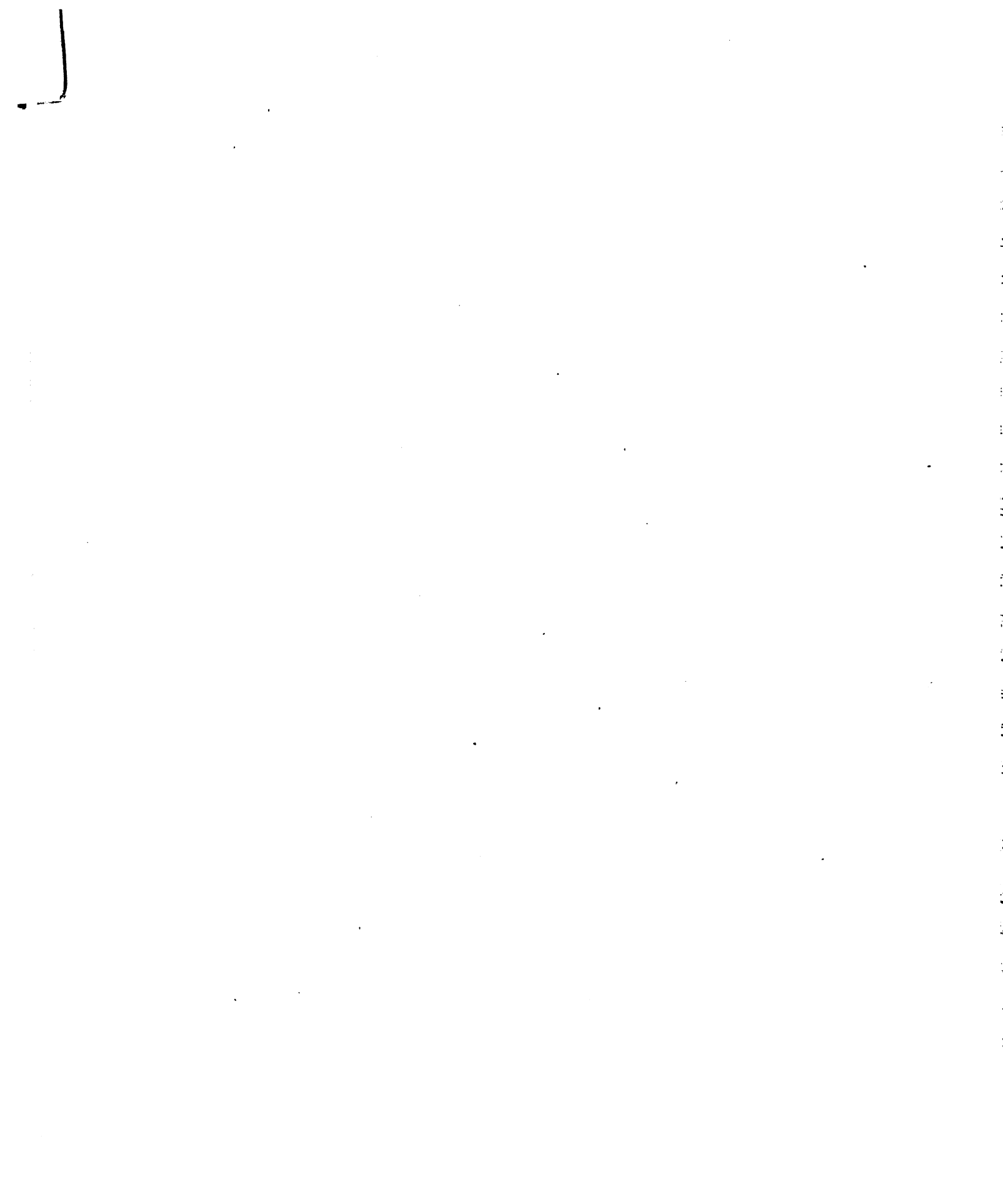
Arleen thought that girls did not join clubs because they were not interesting to the girls, and because girls who did not belong to certain cliques are not admitted. This important but subtle barrier to membership was also discussed by Elizabeth, who has recently graduated from high school. She said clubs at a certain school were entirely controlled by large cliques of girls who control the club offices and membership.

ATTITUDE TOWARD SCHOOL: The attitude toward school was loosely divided into three sections; those who liked it, those who were indifferent, and those who disliked it. It was comparatively easy to judge whether a girl was sincerely interested in school by the manner in which she answered questions. Almost 50% of the girls in each group liked school and were genuinely interested. Several relief girls were happiest going to school.

Thirty per cent of each group were indifferent, and the others disliked it. The only difference between the groups was that the girls in the relief group quit school if they did not like it, and in the other group the girls continued until they graduated.

Kathleen left school in the ninth grade. She said she did not get along very well with the teachers and disliked the subjects.

Maria is an example of a girl who has directed all her energy toward her school work as a compensation for an unsatisfactory home



situation. She said that her only goal was to receive good marks in school. Marie is the youngest in the family in which there are six married daughters. She lives alone with her mother in a large, dreary, dirty house. During the interview the mother sat in an adjoining room and mumbled to herself. Marie said she was forbidden to go with boys or to have girl friends visit her. The mother is apparently very jealous of her daughter, and does not want her to leave the home because she is afraid she will be left alone. Marie has turned to her school work as an outlet and escape from the restraint of this unhappy environment.

AMBITION: The ambitions of both groups were very similar and possibly shows the limitations of fields open to women. Forty per cent of the non-relief girls and 29% of the relief group wanted to do some type of office work. Nursing was the second most popular occupation, with an equal number in each group. Teaching came third for the non-relief girls, and marriage for the relief groups. Eighteen per cent of the non-relief group and 22% of the relief group had no plans for the future.

It is significant to note that the ambitions and plans of the girls are of a practical nature and are possible to attain.

SCHOOL CURRICULUM: The choice of curriculum in high school usually determines the type of job secured later. Forty-five per cent of the non-relief and 6% of the relief group are enrolled in academic courses. Twenty-seven per cent of the non-relief girls and 6% of the relief group plan to go to college.

Fifty per cent of the non-relief girls and 32% of the girls on

relief are enrolled in the commercial courses. Twenty per cent of the non-relief girls and 6% of the relief girls plan to continue with courses in a business college. Nine per cent of the non-relief girls plan to attend a nursing college after graduation. Six per cent of the non-relief and 11% of the relief group had not yet decided in what course they would enroll.

CHAPTER VI

CHURCH ATTENDANCE

The number of different churches attended is approximately the same for both groups. The Catholics are predominant in both groups. In fact 42% of the girls who attend church in the relief group are Catholics. The second choice for both groups was the Methodist. Almost 75% of the relief and 58% of the non-relief group belonged to either the Catholic or the Methodist church. This left the remaining 25% of the relief group belonging to ten different churches, and 40% of the non-relief group belonging to the same number of churches. The following Table No. I shows the churches attended:

TABLE No. 4
Churches Attended (or preferred)

	<u>Relief</u>	<u>Non-Relief</u>
1. Catholic	9	5
2. Methodist	6	13
3. St. Pauls	1	5
4. Congregational	1	3
5. Lutheran	1	2
6. Christian Science	0	2
7. Evangelical	0	2
8. Presbyterian	0	3
9. Baptist	1	1
10. Peoples	0	1
11. Church of God	1	1
12. Pilgrim Holiest	1	1
13. Nazarene	5	1
14. Eprean	1	0
15. Christian Fellow- ship	1	0
16. Salvation Army	1	0
	<u>29</u>	<u>40</u>
No preference	15	4
Total	<u>44</u>	<u>44</u>
Inactive	<u>-23</u>	<u>-13</u>
Total Active	21	31

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The second Table No. 2 shows the record of attendance and activities in the churches:

TABLE No. 5.

CHURCH ATTENDANCE

Record of Attendance (a minimum of
once a month)

	<u>Relief</u>	<u>Non-Relief</u>
Sunday School	11	25
Church	17	23
Young Peoples	8	13
Officer, teach, sing in choir	6	8
Do not attend	<u>23</u>	<u>13</u>
Total	65	82

It is interesting to note that attendance at church is more frequent than at Sunday School. This may be explained in a variety of ways. First, the girls may have outgrown Sunday School; second, attendance at church is less an effort since it is attendance in a mass group rather than in small individual classes. In the smaller groups, clothes, manners and personality are under the closer scrutiny of other girls. Participation in a Sunday School requires greater initiative and activity in the discussion during the class service.

It was frequently stated by several girls that they did not attend church because they had recently moved into a new neighborhood and were too far away from their former church. In order to discover whether the church attendance was influenced by the change of address within the past two years, 2 x 2 contingency tables were used to determine the coefficient of correlation. There was no highly significant correlation in either the relief group or the non-relief group. In the relief group the correlation was .3 which in-

icates five chances in one hundred that the distribution occurred by chance. The correlation of .3 is based on the maximum value of .70 for a 2 x 2 contingency table.

Edna, from the relief group and a member of the Salvation Army, was the only girl who expressed any great emotion about church. She believes in the Army with particular fervor. A Catholic girl said that the church was a lot of "phooey", particularly in regard to the ritual. Another Catholic girl believes deeply in it. She said she does not argue with her Protestant friends about it because she knows it is the original church and is much older than the Protestant churches.

In the case of Veda there was a tendence for her to withdraw and seek refuge in religion. She had recently changed from the church in which she was brought up to one of a more evangelical nature. She quit school in the tenth grade a year ago, and has not secured a job. Her mother is ill in bed with "hardening of the brain". The housework has been completely neglected, and plaster which has fallen from the wall has remained on the floor. Veda has lost or shows no interest in housework or work outside of the home. She has adopted a passive attitude which finds expression in religion, and she prefers to live in a world of seclusion where work is not necessary.

Some of the girls in the non-relief group said they did not go to church because they disliked the minister, and could not agree with what he said, or that he said the same thing every Sunday.

It is interesting to compare the two groups and find that 34% of the relief and 9% of the non-relief girls had never gone to church or had a church preference. These girls were not able to state their parents' preference.

CHAPTER VII

PARTICIPATION IN COMMUNITY ACTIVITIES

Twenty per cent of the non-relief group and 9% of the relief group participate in community activities. The difference in these percentages is not significant.

A popular activity found only in the non-relief group was Uncle Howdy's choir. Practice is held Saturday mornings from 9 to 12 and a program is presented from 1 to 2 in a large theater downtown. At the end of the program free tickets are given to the members of the choir, which permits them to see the movie. Other memberships in the non-relief group included the Rainbow Club, a junior organization of the Rebeccas; the Daughters of Veterans of Foreign Wars; the Mariners, an advanced group of Girl Scouts; and an Assyrian group which meets in their own club house.

Participation by the relief group was small. The Homemakers, a handicraft club for married women of lower economic level has been formed by the city recreation department. Mildred was able to attend because of special permission given her aunt, who is a member. Mildred also belongs to the Junior Dramatic Guild and attends all the meetings. An Italian girl was seriously interested in the Young Italian Club which meets twice a month at the YWCA for social meetings. She prefers this organization to school affairs. The YWCA was also the meeting place for a sewing class, where free material is provided to all the girls who attend. This is mainly for girls from relief families.

Mildred, who is more active in community activities than any other girl in the relief group has the following home situation.

The family came from the South to Lansing, and the father worked in the auto factories. A short time after coming here, in 1929, the family applied for relief from the city. It is difficult to say how Mildred has been able to retain her charm and personality after living ten years on a relief budget. A possible interpretation may be that at the age of six, when the family went on relief, she was not old enough to realize the significance of the change of economic status from one level to another. She has always lived on the same level of economic income, the lowest, and knows nothing else. It might be suggested that a family who has been on relief for that length of time feels more secure than the person who has a job to lose. There is a certain amount of security when one has nothing to lose, and is at the bottom of the economic group. However, security must not be confused with the idea that the "government owes me a living" although they may be closely allied.

WINTER SPORTS: The girls were asked regarding their favorite winter sport, and 81% of the non-relief group and 11% of the relief group said that it was ice skating. The difference between the two percentages is not significant enough to warrant a conclusion that ice skating is more predominant in the non-relief group than in the relief group.

Other winter sports included 20% of the non-relief group and 11% of the relief group. There were a few more relief girls who preferred to stay indoors in the winter rather than go out doors. The difference between 9% for the non-relief girls and 27% for the other group was not statistically significant. The relief girls usually said they did not have time for sports, they were too occupied with housework.

It is important too to consider the fact that most of the relief

girls do not own ice skates or other equipment for participation in sports.

In conclusion, it is evident that choice of winter sports is similar for both groups and participation by either group is not significantly different from the other. The main reason for the common interest in skating is due to the great emphasis placed upon skating by the city recreation department and the fine facilities offered to the young people.

SUMMER SPORTS: The sports in the summer time offered a greater variety as shown in the following chart:

<u>ACTIVITY</u>	<u>Percentage</u>	
	<u>Relief</u>	<u>Non-Relief</u>
1. Swimming	34	31
2. Tennis	9	29
3. Bicycles	4	20
4. Baseball	20	15
5. Other sports	15	10
6. Trips	4	39
7. Indoors	11	6

There is greater variety among the non-relief girls in summer sports. It is to be noticed that summer sports most often require additional equipment, as for example, tennis racquets, bicycles, and roller skates. These things are not available to relief girls, and no arrangements are made to rent them to the girls at a minimum charge. Because of this lack of equipment the relief girl has made greater use of the softball leagues at the city playgrounds. Also many girls play at the corner vacant lot. One of the greatest differences between the two groups is the fact that one out of four of the non-relief girls leave the city during the summer to visit relatives in other

¹Percentage based on number of preferences stated by the 44 girls in each group.

cities or stay at cottages and lakes. All of the relief girls remain in the city except one or two who took trips out of town with a non-relief girl. The relief girls showed a preference for staying indoors during the summer. In both seasons, the relief girls composed a larger group who stated they liked to stay indoors. Whether this was from choice or necessity cannot be said. It is known that the relief girls had more responsibility in regard to housework and the care of younger children.

Greater community interest in summer activities for this latter group should be stressed. The organization of worthwhile projects in home economics and sewing would be useful both from a social and practical standpoint.

MOVIE ATTENDANCE:

TABLE No. 7.

<u>Movie Attendance</u>		
<u>Frequency</u>	<u>% Non-Relief</u>	<u>% Relief</u>
2-3 times a week	20	20
Once a week	65	40
Twice a month	11	9
Several times a year	0	22
Never	2	4

The intensity of movie attendance by the relief group should be noted. Eighty-five per cent of the non-relief group attend the movie once or more times a week, and only 60% of the relief group attend once or more times a week; 20% of each group attend the movie two or three times a week. Kathleen who quit school because she hated it, and is too lazy, according to her mother, to look for a job, said that to go to the movie was the only other thing she did besides listen to the radio.

Attendance in the relief group follows extremes, and either the girls go once or more times a week or several times a year. This

is possibly indicative of two things. First, the very frequent attenders show a maladjustment in their environment. They continually seek a substitute in the form of passive entertainment at the movies. They are unable to develop their own resources.

The second, attendance only several times a year, is more in accordance with the limits imposed by a relief budget.

The most popular actress in both groups was Sonia Henie. The best explanation of this choice is the fact that ice skating is the major winter sport in Lansing, as well as among the two groups. The recreation department also furnishes a fancy figure skater to teach the children at the skating rinks. Because of this interest and training, the girls have idolized the champion of figure skating.

The favorite type was the historical movie with a great deal of action and romance. There was a general feeling of indifference among the relief girls in regard to the type of movie they preferred.

DATES WITH BOYS: Seventy-seven per cent of the non-relief girls and 61% of the girls on relief had dates at least once a week, went "steady" or were engaged. When tested for significance, these differences were not important. A larger proportion of the relief girls went "steady" than the non-relief girls. This probably indicates a difference in the meaning of the word. Commonly, it means "going with one boy". It was observed that the non-relief girls went with a greater number of boys, and they were more popular among them. It also seemed that the girls who were the least attractive and the least interested in school and a job were the ones who went "steady". These girls realized that the only thing they could do was to get married.

It was surprising that a large number of the mothers of the girls on relief insisted that their daughters "go steady". For a girl to be seen with different boys was thought to be improper, and was considered

almost immoral.

The writer feels that there was a tendency to exaggerate the number of dates with boys. It would not be likely that a girl would mention less than she actually had, because it is natural for girls to want to be popular. The most common nights for dates were Friday, Saturday and Sunday, and occasionally on Wednesday night.

The girls were asked what they did on their dates, and in almost every instance shows and dances were mentioned. The girls themselves admitted that there were few places to go on dates.

All the girls in both groups prefer to go on "double-dates" with another couple. The girls said that they would be "bored" if they had to be alone with one boy. Girls between the ages of 15 and 17 are apt to be changeable and "fickle" and undecided as to what they want to do.

It is not characteristic of girls of this age "to fall in love". They are more concerned with a "place to go and dance", than with the boy who takes them.

The girls in both groups were asked whether their boy friends were working or were students, and how old they were. In the non-relief group, the boys were usually the same age or one year older. Several of the seniors in high school went with boys who were freshmen at the college. There was a slight preference for older boys, but not a general feeling that they should be.

The girls in the relief group, who went with boys, stated a definite preference for boys at least three years older. Most of the boys were employed at low paying jobs, or were unemployed. Very few had graduated from high school. The girls were asked why they went with boys older than themselves. The usual answer was that the

boys in their own age group were "silly". The girls all thought they matured at least two or three years before the boys in their grades.

The interpretation of the reason that relief girls prefer to go with boys older than themselves is possibly the same explanation as the reason that more girls go "steady" in the relief group. These girls do not have a career ahead of them in business or college that the non-relief girls do. They are not trained for anything else but housework. Although many girls marry to get away from housework, they do not realize that they are getting into more of it. Many seek security in marriage which was not present in their lives in the family group. They have hopes that their young husbands will "make good" where their fathers have failed. They also seek affection and recognition which may have been lacking in the home by the presence of too many other children and the lack of love by the parents.

By going with older boys who have jobs, there is a greater possibility of a quicker marriage and the fulfilment of their desires. The older boy can assume the role of the girl's father, while the younger boy in school reminds her of nothing more than her young brothers at home.

CHAPTER VIII

PERSONAL PROBLEMS AND INTERESTS OF THE GIRLS

PROBLEMS OF THE GIRLS ON RELIEF: At the conclusion of the interview the girls were asked what they considered to be the important problems of girls their age. In many cases this proved too difficult for the girls to answer. They were then asked what they considered to be the main interests and topics of conversation among the girls their age.

Four of the oldest relief girls, who had quit school, were most concerned with getting a job. Two of them worked, one at the hospital and the other at housework. The other two said they were unable to find employment, but they admitted they were unwilling to do housework.

Several girls were concerned with maintaining satisfactory relationships with their parents. Beulah said she hated her parents and tried to stay away from home as much as possible. Her parents were concerned about her staying out late, and had reported this delinquent tendency to the caseworker.

Another problem is found among the girls with foreign born parents who are faced with a complex situation of adjusting themselves to the demands of their own age groups, as well as to the standards of their parents, whose background is entirely different. For example, an Italian mother believes her daughter should quit school and go to work. A Polish mother believes it is wrong for her daughter to attend a co-educational school.

Another problem frequently mentioned by the girls is the selection of the right friends, the proper places to go, and the maintaining of a good reputation. The girls in the relief group are not able to

fall back upon the good social and economic standing of their parents, and must depend entirely upon the recognition of their own personal habits.

Another problem of the relief group is the necessity of missing school in order to take care of members of the families who are ill. The mother is frequently ill, and the responsibility of the family falls upon the daughter. Several girls said their teachers do not readily approve these excuses.

Personal health is another problem which causes great concern among the girls. Netty was particularly affected by this condition. She missed two years of school because of ill health. But the effect of school retardation on social adjustment is too broad a subject to discuss at the present time, and is worthy of a separate and specialized study.

PROBLEMS OF NON-RELIEF GIRLS: The serious problems of the relief groups are not found in the non-relief group. They were more objective and willing to talk about themselves and their interests and attitudes. The girls stated that they never discussed the serious problems of war or unemployment other than in the discussions in civics classes. However, there were two girls interested in the recent "war scare". Helen's parents were born in England and she has relatives there. Aileen was interested because she thought her boy friend would have to enlist.

Almost all the girls agreed that the most important things in their lives were boys and clothes, and these subjects were the most commonly discussed.

INTERESTS OF THE RELIEF GIRLS: The younger girls on relief were most interested in school, reading, and playing outdoors, and the older ones

said their interest was to have a "good time".

Two girls who seemed to be the least charming and intelligent evidenced a desire to get married and have children.

Edna's greatest interest was in the Salvation Army. Betty, who comes from a family that is completely destitute, said she gets her greatest enjoyment from looking through women's fashion magazines. In this way Betty is able to escape from her world of old, shabby clothes into an imaginary one full of the fashionable new dresses which she would like to wear.

Lois, whose family has received relief for ten years, and who has three siblings with court records, said her favorite pastime was to "ride fast on a bicycle in the wind". This may possibly indicate a desire to be free and away from the burdens of her family.

INFORMAL GROUPS AND CLIQUES: An outstanding difference between the two groups was the membership among non-relief girls in informal organizations. These informal social organizations had no names, no elected officers, and were very flexible in membership. They usually had from twelve to thirty members.

Marian, who is in junior high school, belongs to a group of thirty girls, in which there are three girls who consider themselves the leaders, and call themselves the "three stooges" because they closely resemble a comedy team of that name. One of these girls decides to have a party and the rest of the girls are invited. During the fall and winter the group has suppers, and go to football and basketball games.

Mary belongs to an older group. Boy friends are invited to group suppers several times a year.

Dorothy is a member of a group of eighteen girls who have frequent bohemian suppers, attend football and basketball games, and go

to shows together. Recently one of the girls entertained the entire group at her farm. The girls wore their snow suits and slept in the hayloft overnight.

Frances, age fifteen years, belongs to a closely-knit group of twenty-five boys and girls. They hold activities at least once a week. These have included: a splash party at the YMCA, a private skating party at the Central Methodist roller skating rink, sleigh rides, bohemiaans, picnics, hayrides and movies. This group showed a great deal of planning and originality.

Dotty belongs to a club called the "Sub-Debs". The members wear wooden name pins. Every Thursday the girls wear black skirts, white blouses, and black sweaters to school. They have bohemiaans, and go to games and shows together. One girl who was denied membership to the club, complained to the principal, who ordered all their club material destroyed and the club to disband.

The relief girls do not belong to organizations of this type. Their inability to meet the cost of entertainment and other expenses of attending shows and games is probably the reason for this. Because of this inability to meet the financial requirements of the group, these girls have retired within themselves and left the group. Their circle of friends consists of girls who are in similar circumstances.

SUGGESTIONS FOR COMMUNITY NEEDS: The girls were asked what the community could give to its young people that would help them in their recreational needs. The suggestions made in both groups were fundamentally the same. It is agreed that one of the greatest needs of the young people are places where they may dance where liquor is not sold. At least 90% of the girls in each group disliked drinking in connection with dancing. The most popular place to dance in the winter

is the armory. Admission is twenty-five cents a couple, with an extra charge for checking wraps, although most of the dancers leave their coats in their cars.

Other dances are held at the fraternal lodges and small beer gardens. These places are poorly chaperoned and managed, and are known as places to "pick up" members of the opposite sex. Throughout the winter the YWCA sponsors dances on Thursday nights for persons who are employed, or are students at the college. These dances are held on a school night and prevent attendance of high school students.

With the closing of the armory in the early spring, the young people are without a place to dance in the community. There are several school dances, but these are not popular because they are too expensive. The orchestra is poor and only students from the school are permitted to attend. Too many of the dances are formal.

The armory is closed in the spring because of the "competition" offered by the opening of the dance resorts at nearby lakes. Attendance at lake resorts necessitates driving a car, and one is not always accessible to young people. The mothers and the daughters objected to dancing at the lakes because liquor is sold at these resorts. An unofficial statement from a local agency indicates that unmarried mothers said that these resorts provided the setting for their illicit acts.

The second greatest need, according to the girls, is a roller skating rink. Except on one or two nights at the Central Methodist Church, there have been no facilities for indoor skating during the past winter. The church is usually reserved on these nights by private church groups or parties. The church is to be commended

for this progressive step in recreation, but the facilities are inadequate to serve the entire city of Lansing.

Several years ago a roller skating rink was managed by private individuals, but the rink soon became known as a place to secure "girls and dope". The physical facilities were also poor. There was no ventilation to take care of the dust in the air, and objects were frequently left on the floor which caused accidents among the skaters. Last summer a rink was opened in a tent outside the city limits, and according to the girls who skated there, it was well managed.

Although most of the girls had never thought of a community center, the girls agreed it would be a worthwhile project. They liked the idea of an organization of community clubs, and the chance to play ping-pong and badminton with other boys and girls.

Among the other needs named by the girls were tennis courts and a swimming pool in the northern part of Lansing. A large pool, located in the southern part of the city, is used by a great many people. It is clean and well-kept. A deposit of 25¢ is required of all swimmers. Two other pools are open for only a part of the summer in West Junior High and Pattengill schools.

The complaint most frequently made by the younger girls was the inadequacy of the equipment at the playgrounds. The mother of one of the girls said she refused to send her children to the playgrounds because of the large number of "big negro boys" there. Although a playground has recently been set aside for them, they still come to this one. Another mother in the non-relief group said her daughter was not permitted to go to the playgrounds because the "riff-raff" of a poor section of the neighborhood played there.

By allowing her daughter to sleep until noon, half of the day was gone, so she had no vacation problem. One girl had heard her younger sister say that the playgrounds had high wire fences around them, which were kept locked, and as a result the children played in the streets. Doris said that most of the boys in the neighborhood played baseball in cinder lots which had been ask dumps, and many of the children were cut on broken glass.

CHAPTER IX
RECREATIONAL FACILITIES AVAILABLE FOR YOUNG
PEOPLE IN THE COMMUNITY

DEPARTMENT OF RECREATION IN LANSING: In many cities in Michigan the departments of recreation are a part of the department of education. This enables closer cooperation in the use of school buildings for recreational facilities. In Lansing, however, the department of recreation is a division of the parks department. The city, consequently, has freer access to the parks of the city than to the school buildings and playgrounds. This fact influences the type of program which is promoted by the department. Greater emphasis is placed on ice skating rinks in the winter instead of indoor activities in the gymnasiums and class rooms.

The department operates on a budget of \$20,000 a year, about \$4,000 of which is spent on the seven ice skating rinks located at large parks at the outskirts of the city. There are twenty parks and playgrounds located throughout the city. In the summer the playgrounds serve as centers for handicraft classes, tournaments, parades, and picnics. Leadership is provided by WPA. A man and woman are in charge of all playgrounds, and are required to have had two years of college work. A report of the summer activities for the months of May, June, July and August, 1938, is condensed into the following chart:

	<u>Type of Program</u>	<u>Participants</u>	<u>Spectators.</u>
TABLE No. 8.	1. Marble Tournament	79	
	2. Playgrounds (20)	231,019	
	3. Leagues (baseball)	
	4. Homemakers	85,000	
	5. Recreation Women's Club (camping)	110	
	6. Tennis	54,000	
	7. Swimming	33,080	
	8. Golf	75,000	380,191
	Total	483,000	

PATTENGILL JUNIOR HIGH SCHOOL: Pattengill, a junior high school, which includes the seventh, eighth and ninth grades, is adjacent to Eastern senior school. It is a modern brick structure with a boys' and girls' gymnasium, a swimming pool, an auditorium, and a playground. There are 1,350 students and 41 teachers.

According to the supervisor of recreational activities, the teachers, who act as leaders, complain that the clubs occupy too much of their time. It has been suggested that the activity hour which is first hour (8:12 to 9:55) be changed to the last period in the school day. Another suggestion has been made that the whole program of extra-curricular activities be discontinued for a year. In this way the extra-curricular activities will develop as need is felt rather than as a definite program.

According to a fairly accurate estimate, 981 students in Pattengill are members of some organization in the school. Approximately 300 to 400 students do not participate. Out of a membership of 1,350 students, this figure is a representative proportion. Eleven of the clubs are exclusively for girls, with a total membership of 336. There are twelve clubs for boys with a total membership of 253.

Pattengill school should be commended on its remarkable program for extra-curricular activities.

EASTERN SENIOR HIGH SCHOOL: Eastern High School is a modern, well-designed, three story brick structure, which includes a large public auditorium, a boys' and a girls' gymnasium, athletic field and playground, a swimming pool, and a comfortably furnished social room. This room is open for the students' use during the club hour, lunch hour and for an hour after school. It is equipped with checker boards, carom board and a piano. The assistant principal said that the room

had proved very popular, and the students are unwilling to leave it at closing time.

Eastern has an enrollment of 1,800 students and 65 teachers.

Figures are incomplete for the membership of the clubs because club reports have not been handed in to the office. Out of the thirty-nine organizations, ten are exclusively for girls and seven for boys. The largest girls' organization is the Girls' League, where all girls automatically become members. Other large clubs are the Girls' Athletic Association and the Girl Reserves.

CENTRAL HIGH SCHOOL: Central High School is located near the business section of Lansing. The present building was completed in 1911. With an enrollment of 1,600 students and 50 teachers, the building is outdated and overcrowded.

The general student organizations and the twenty-eight clubs are well organized and coordinated. The assistant principal said arrangements are frequently made for students from relief families to attend the school parties without the payment of the usual fees.

NATIONAL YOUTH ADMINISTRATION IN LANSING: The offices of the local NYA are located in the basement of the City Hall. This organization serves a group of boys and girls between the ages of 16 and 25. The public schools of Lansing employ 73 girls on various clerical projects in the schools. This is known as Student Aid. Young people between the ages of 18 and 25 are employed on the regular NYA projects. The following table shows the classification of jobs in Lansing:

National Youth Administration.Clerical Projects in Lansing- March, 1939. No. Employed.

1. State Corrections Office	2
2. State Police Barracks	20
3. ERA	3
4. CCC	1
5. Quartermaster General (Hollister Bldg.)	2
6. State Employment Service	2
7. State NYA	3
8. City Recreation	2
9. City Airport	2
10. Ingham County Health Department (Mason)	2
11. Library at Webberville	1
	<u>40</u>

Nurse Aid at Sparrow Hospital

12. Sparrow Hospital	14
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Recreation

13. Colored Girl Scout Leader at Lincoln School	<u>1</u>
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Approximate Total	65
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The director of the NYA indicated a desire to install a boys' work shop for all boys in the city, with the tools provided free. But at the present time it is impossible to locate a suitable building.

A clerical school for girls is being developed as a girls' dormitory and class rooms. Living expenses would be shared by the girls on a cooperative basis similar to the cooperative boys' home in East Lansing. This latter house is for rural NYA boys attending the short term courses at the college. Similar projects in the state include a boys' camp at Cassiday Lake and a girls' home at Belding.

STATE WPA RECREATION OFFICE: The state WPA office is located in a building formerly occupied by the Reo Motor Co. at 1300 South Washington Street, in Lansing. In addition to several offices, there

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is a work shop and an exhibit room, in which is contained handicraft from the art projects located throughout the state. The art classes promote the use of native materials from the Northern Peninsula and scrap products from the factories from the industrial cities in the lower part of the state.

The state department supervises approximately twenty types of recreational activity. A recent report of January 16-31, 1939, indicated that during that period the most popular projects in the state were:

TABLE No. 10.

<u>PROJECTS</u>	<u>Participating Hours</u>	
	<u>Under 16 years</u>	<u>16 to 25 years</u>
1. Athletics and sports	481,874	40,955
2. Group play and other physical recreation	140,040	68,957
3. Arts and crafts	125,918	36,467
4. Game room activity	91,756	61,260

The above figures indicate that athletic programs are most actively participated in by children below 16 years. The leadership for each project is sponsored by WPA.

The state office acts as a coordinating agency in the numerous projects throughout the state, but is not primarily concerned with the detailed management of each local project. In 1935 the WPA planned its work with the thought of terminating its activities at any time. However, at the present time it has changed its thinking and is planning its work on a long-time basis.

LOCAL WPA RECREATIONAL PROJECTS: The office is located in a corner of the City Hall basement. There are approximately 23 WPA recreational leaders in the city of Lansing. Recreational projects are carried on at the Transient Bureau, Oak Park, Michigan State College, Homemakers' Club, School for the Blind and various boys' clubs in the schools. The types of projects in Lansing are: music, dramatics, recreation on the playgrounds, and story telling. All of the leaders

are men, with the exception of a negro girl at the negro community house. Decreased appropriations are making it necessary to cut down on recreational leadership.

YOUNG WOMENS CHRISTIAN ASSOCIATION: The YWCA is housed on S. Townsend St., in a five-story brick structure, with offices, dormitories, gymnasium, pool, cafeteria, and recreation rooms.

The Girl Reserve Department is devoted to the interests of the adolescent girl, as evidenced by the forming of 55 clubs throughout the city. An important part of this program is the work of the caseworker, who deals with problem girls in both a casework and group method. The caseworker is employed in the part-time school one afternoon a week, where classes are conducted according to plans made by the girls. Discussions are held concerning charm, sex, social relations, and specialized occupations. During the week, clubs are held at the WYCA in sewing. In this class free material is provided; in the child-caring classes a certificate is given to the girls at the completion of the course. Mixed parties are also held throughout the year.

CENTRAL METHODIST TEMPLE HOUSE: The social activities of the Church are centered in the Temple House, a four-story structure, which was donated by Mr. R.N. Scott, automobile manufacturer. The building is very adequately furnished with a large gymnasium, bowling alleys, recreation room and various small class rooms. Mr. Brown, the church recreational director, has complete charge of the building and its activities.

The recreational program of the Central Methodist Church includes: first, social activities of the various classes and organizations in the church; second, an athletic program in the gymnasium,

which consists of basketball, soft ball, volley ball, ping-pong, and shuffle board; third, additional activities including bowling-alleys and roller skating; fourth, organized activities including boy and girl scout troops and training courses for prospective group and recreational leaders.

The following facilities for adolescent girls are included: two bowling teams, a girl scout troop, roller skating, and general class parties. Mr. Brown, the director, said there was no desire on the part of the girls to organize athletic teams.

CHAPTER X

SUMMARY

The particular concern of this study is with the adolescent girl who is growing to maturity without the normal influence of parents as providers; and the effect of economic deprivation upon her social participation.

The purpose of this study is to compare the social relationships of the two groups of girls from non-relief and relief families, between the ages of 13 and 18, living in Lansing (Michigan).

The names in the relief group were secured from the files of the Ingham County Relief office; those of the girls in the non-relief group were obtained by asking the girls in the relief families for names of their friends. Personal interviews, with the use of the interview outline, were held in the home of each girl. To organize comparable groups of girls, the equated frequency distribution of similar factors was used. The following control factors were used in making the two groups similar: Age composition, grade in school, mental age, nativity of parents, and the length of residence in a particular area. After the deviating cases were excluded, there remained a total of forty-four girls in each group.

A great many factors and problems developed as a result of the study which cannot be enumerated in the summary. Attention will be given to the most outstanding ones.

One of the most significant differences in the social relationships of the girls was the amount of entertaining by the non-relief girls as compared with the other group. The non-relief group felt more free to have their friends visit them in their home. They also had more adequate home arrangements for entertaining guests. Fifty

per cent of the relief group lived in very poor houses. There was a high correlation between the types of homes and the amount of entertaining done.

A second significant difference between the two groups is the social participation of the girls in school activities. The girls from the non-relief group participated twice as frequently in extra-curricular activities and in club leadership as the girls from the relief group.

A third highly significant difference is the participation of the non-relief girls in informal groups of girls outside of school. the membership in the clubs range from twelve to twenty-five girls, or girls and boys. The groups are entirely social in nature and often have bohemian suppers and picnics, theater, and skating parties. The relief group limits their social activities, as a rule, to shows or dances with one or two friends who are in similar economic circumstances.

Fourth, the relief girls are faced with several problems of a more serious nature than the other girls. These problems include: Poor health with subsequent retardation in school, and failure to find jobs because of inadequate training. The girls in this group were not able to fall back upon the good social and economic standing of their parents, and had to depend entirely upon the recognition of their own personal good habits. Another problem among the girls on relief was in maintaining a satisfactory relationship with their parents, particularly with the father, who frequently demanded all his daughter's earnings.

The study showed the City Department of Recreation has an extensive winter program of ice skating at seven parks located throughout the city. During the summer, twenty parks and playgrounds are

operated by the Department.

The churches offer very few recreational opportunities for the young people of the community. However, with one exception, a downtown church offers bowling alleys, a gymnasium, and roller skating facilities.

The schools, with the exception of one junior high school, offer advanced programs of extra-curricular activities.

Government interest in young people is shown by the extensive recreation and work programs of the National Youth and Works Progress Administrations.

The girls agree that the greatest recreational need in the community is a place to dance where liquor is not sold. They also suggested more tennis courts, a swimming pool, and a community house for club organizations.

CONCLUSION

Social participation, which is necessary for the development of maturity, is denied the girls from relief families. There are several restrictions placed upon the girls in this group. The girls have added home responsibility; no money to spend for themselves; and in most cases have an attitude of suspicion and defense toward others. They are handicapped from the start by the lack of social relationships which might give them a knowledge and an appreciation of adult social, business, and political responsibilities. It is impossible to expect a new generation of girls to arrive at economic independence if they cannot first adjust themselves to a mature personal independence.

This study offers no support for the common belief that girls from the lower income group mature at an earlier age than other girls. A mature personality develops only through social contacts and experience with others.

A vast field of recreational opportunities for young people still needs to be developed in the community. It must be recognized that some form of free recreational facilities ought to be offered to the girls in the relief group. These young people should be provided with an outlet for their natural desire to dance, to play, and to work.

RECOMMENDATIONS

Lansing (Michigan) comprises the average rural, urban, factory and business groups, and has been used frequently in studies and surveys of cities of approximately 100,000 population. Recommendations made in this specific study may therefore apply to other cities of a similar size, and nature.

As a result of this study it is recommended that:

1. The fine winter sports program be continued by the City Department of Recreation.
2. The City Recreation Department extend its program to include: a community center to serve as a meeting place for boys and girls; to sponsor dances; and to offer classes and clubs in the promotion of arts and crafts among the young people.
3. The Welfare Office include ten or fifteen cents in the family budget for the sole use of the adolescent girls.
4. An agency be organized to distribute athletic equipment for the use of young people unable to buy skates, tennis rackets, and bicycles.
5. A visiting teacher program be inaugurated in the public schools system.
6. The Young Womens Christian Association extend its club and athletic program to include more girls.
7. The churches extend their programs to meet the recreation needs of its young people.

APPENDIX

INTERVIEW OUTLINE

(Data to be recorded on
separate sheets)

(Exact statement of question)

1. FAMILY HISTORY

When is your birthday? Where were you born? How many are there in the family and what is the birth order of your brothers and sisters? What is the usual occupation of your father and mother? How is your health? Have you missed very much school? Have you had operations or diseases of a serious nature?

II. SCHOOL.

Where do you go to school? What grade are you in? What clubs and outside activities do you participate in? Do you hold any office? Did you belong to any in the past? Why don't you belong to a group this semester? Do you go to dances and athletic games? Who do you usually go with? Do you really like school? What improvements would you suggest in school? Are clothes important? Are there cliques of girls in your school?

III. HOME

(Observe the furnishings and room arrangement, housekeeping).

What duties do you have at home? Do you have a room of your own? What books do you like to read and how many a week or a month? Where do you secure them? What magazines do you read? What newspapers do you read and what part of the newspaper do you read? How many letters do you write a week or a month? Do you write in a diary? Do you write poems, stories, or paint at home?

What is your favorite outdoor sport in the winter and the summer? Do you sew alone or belong to a sewing club? What activities does your family participate in? Do you have a car and take trips together? What games do you play in the winter? Do you play a musical instrument? Do you sing? What radio programs do you listen to?

How often do you entertain boys and girls? How many dates do you have a month? Where do you go? Do you belong to any informal organizations in the neighborhood?

IV. COMMUNITY.

What community organizations do you belong to? What offices have you held? What are your favorite type movies and actors? How often do you attend, and who with? How do you feel about a girl smoking? Necking? Drinking?

Do you work away from home and how much do you earn? Where do you work? Where do you get your spending money? How do you spend it? Do you have a chance to meet the kind of boys you would like to meet? What could the community give to its young people that would help them the most in the line of recreation? What recreational facilities are needed in this neighborhood?

V. CHURCH

What church do you attend? How often do you go? Do you belong to a young peoples' group or sing in the choir? Do you attend Sunday-school or teach a class? Do you hold an office in the church? Do you go to the social activities in the church? Is the church a help to you?

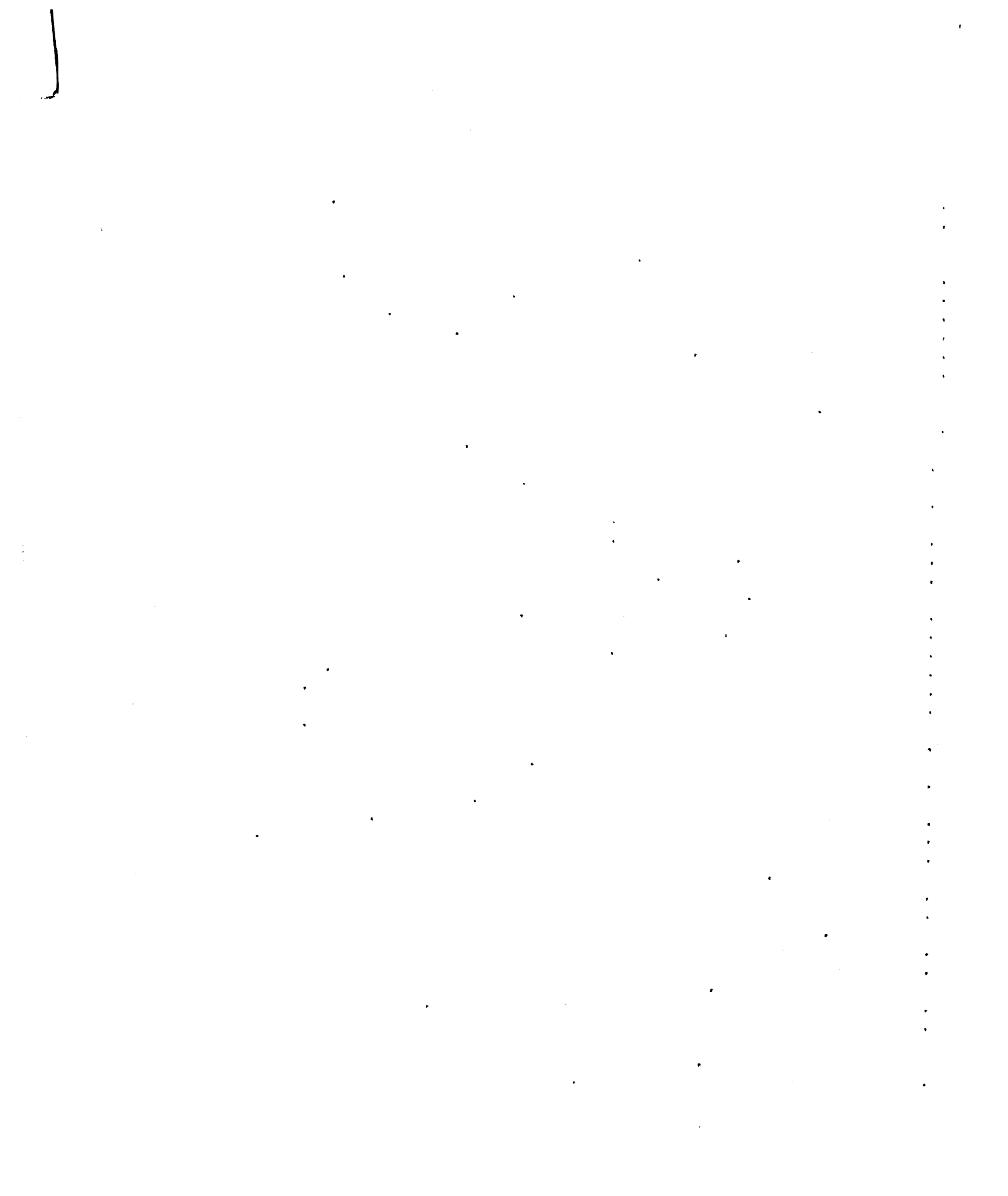
VI. ATTITUDES

What is your ambition? What do you consider problems of girls your age? What is your greatest interest at the present time? What do girls your age talk about? Are you concerned with problems of depression and war?

PATTENGILL JUNIOR HIGH SCHOOL

SOCIAL ACTIVITIES

1. SOAP CARVING - membership both boys and girls is 27.
2. HOME PLANNING - a club of 10 girls who are interested in interior decorating, the sponsor has a hobby of collecting oriental rugs.
3. SOCIAL DANCING - a membership of 48 boys and girls.
4. EMBROIDERY - membership of 30 girls.
5. PUBLIC SPEAKING and DEBATING - membership of 3.
6. MY POETRY BOOK - 8 members, mostly girls.
7. KNITTING - 31 girls.
8. SCRAPBOOK - membership of 30 girls, they decide on a subject and as a project make a scrapbook during the semester.
9. HOUSE PLANNING - 15 boys who study the practical improvements and repairs around the house.
10. POULTRY - 29 boys discuss chicken raising, in the spring they raise their own chicks.
11. INDIAN CRAFT and LORE - 28 boys make bows and arrows, leather work and bead work.
12. GIRLS' CAMERA - 28 members.
13. STAMP - 31 boys.
14. EVERY GIRL (9th Grade). Meets to discuss personal problems of girls.
15. SOAP CARVING - 27 members. Club #2.
16. CAMERA - 25 boys.
17. GIRL RESERVES - 50 members.
18. NEWSPAPER - 10 persons who publish the school paper.
19. PUPPET - 14 members learn how to make and use puppets.
20. SIGHT AND SOUND - 21 boys learn how to handle a movie camera and manage stage decorations in the auditorium.
21. TYPOGRAMS- 30 members learn how to make pictures out of certain letters on the typewriter.
22. PRINTING - 21 members print the weekly school paper which is written by the Newspaper Club.
23. REPAIR - 25 boys learn how to handle metal work.
24. HOBBY SHOP - 22 boys work with wood in the carpenter shop.
25. BOYS' CAMP COOKING - 32 boys (7a) learn how to cook in the outdoors.
26. GIRLS' FIRST AID - 26 members.
27. SCHULPTORING- SKETCHING and CARTOONING - art club of 32 members.
28. TAP DANCING- 34 girls
29. TRACK - a sport organization- one for boys and one for girls, 13 members.
30. SWIMMING (Girls' Life Saving) - 26 members.
31. JUNIOR SPORTSMAN - 30 boys who are interested in conservation, they make a yearly census of the fish caught and the animals killed.
32. ORCHESTRA - 50 boys and girls.



- 33. GIRLS' GLEE CLUB - has a limited membership of 44.
- 34. DRAMATIC - 21 members.
- 35. LIBRARY - 30 girls.
- 36. GARDEN CLUB - 20 boys who help with the landscaping and the grounds at the school.

CLUB ORGANIZATIONS AT CENTRAL HIGH SCHOOL

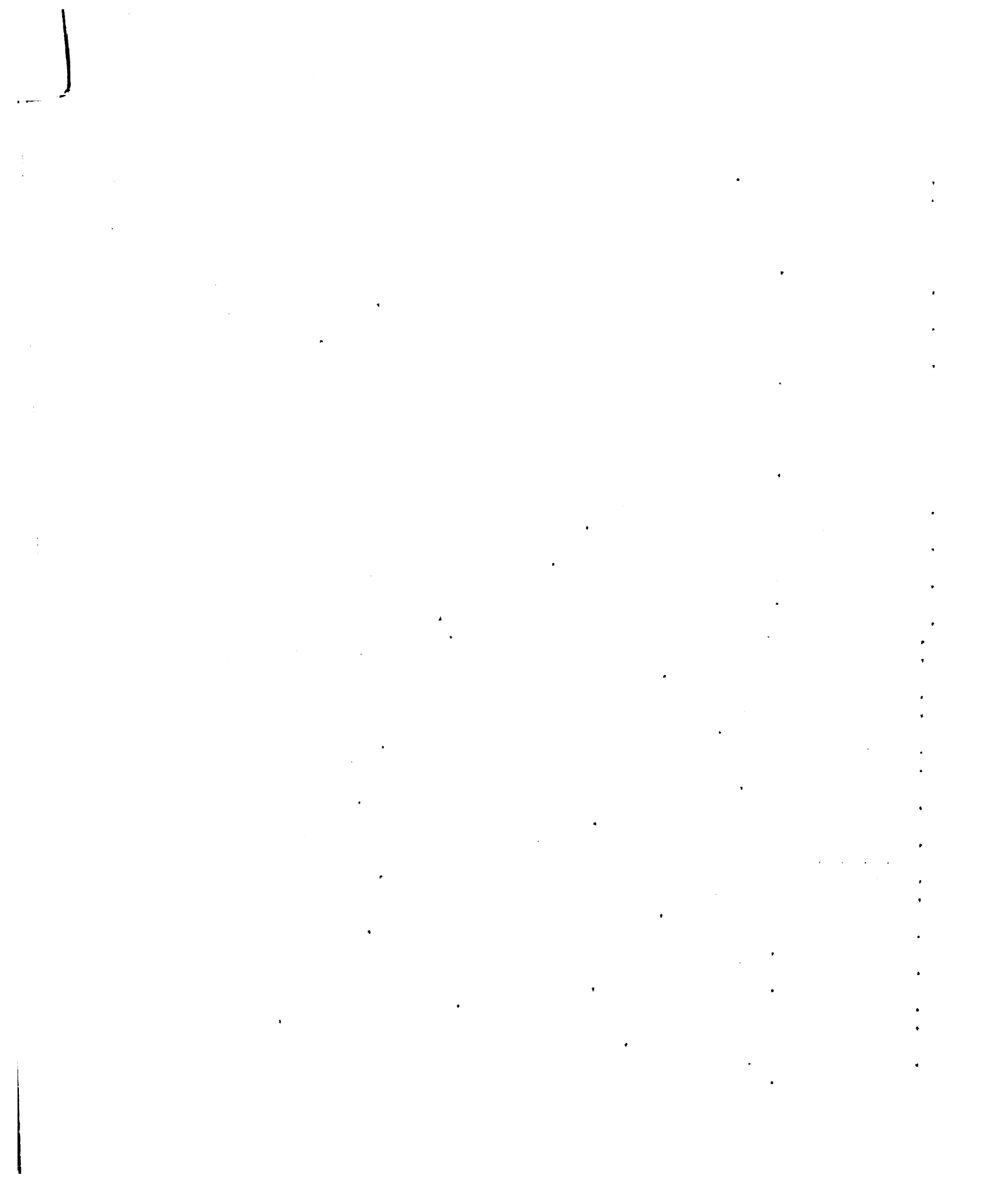
SPRING 1939

1. STUDENT COUNCIL.
2. GIRLS' LEAGUE - Every girl of the school automatically becomes a member of this organization and one the six units - 1) Orientation, 2) Emily Post, 3) The Service Unit, 4) Recreation, 5) Health, 6) Vocational unit.
3. HONORARY SOCIETY - Students are selected on the basis of scholarship, services, leadership and character.
4. CLASS ORGANIZATIONS - The six classes are organized so that class activities may be efficiently carried out.
5. HOME ROOMS- Home rooms are organized very similar to the classes.

CLUBS

Clubs are organized or dissolved according to the desires of the students.

6. AEROPLANE and YACHT CLUB - membership limited to 15 members, dues 15¢ a semester.
7. ART CLUB - The club membership is determined by a mark of C or better in an art class.
8. AUTOMOBILE CLUB - Instructions in driving and traffic regulations.
9. BIBLE STUDY - Membership is limited to 30.
10. BOXING CLUB - Develops scientific boxing.
11. CHEF CLUB - The membership is limited to 15 boys, studies food planning etc.
12. CHESS CLUB
13. COMMERCE CLUB - Membership open to students enrolled in business courses.
14. DEB-ETTE CLUB - Develops charm and personality.
15. ELECTRIC CLUB - Membership limited to 30 members - study of electricity.
16. EUPHRONIAN CLUB - Membership limited to 30 girls. Purpose to develop cultural ability.
17. GIRLS' RESERVES - Membership 110, meetings held in the Y.W.C.A.
18. HI-Y -Total Membership in Alpha and Beta is 60.
19. HODIERNI ROMANI - All Latin students with a passing grade are permitted to join.
20. HOME ECONOMICS - Any girl who is taking Home Ec. course is eligible.
21. JOURNALISM - School news is written for the school and local paper. Membership 30.
22. PARROTT - A dramatic club of 30 members.
23. POETRY CLUB - An original poem is required for entrance. Membership limited to 20.
24. PRINTING CLUB. Print and distribute football programs- 20 students.



25. RADIO CLUB - Interest is created in "ham" broadcasting, codes, etc. One high school credit is given to persons who secure an operating license.
26. SCIENCE CLUB - 30 boys.
27. SOPHISTICATED SOPHS CLUB. Develop charm and personality. 30 girls.
28. SUB-DEB CLUB. Develop charm and personality. 20 girls.
29. SWINGSTERS CLUB. Open to students who like to play swing music and have an instrument.
30. TAPPERETTE CLUB. Lessons in tap-dancing. 35 girls.
31. TAXIDERM. One-fourth credit is given each semester for satisfactory work. 15 boys.
32. TRAVEL CLUB. Stimulates interest in foreign countries, takes one trip a year to Detroit.
33. VARSITY CLUB - For all boys who earn a letter in a sport.
34. YOUNG MEN ABOUT TOWN. Aids boys in the selection of clothes and friends. 30 boys.

PUBLICATIONS

35. THE ORACLE - the school annual.
36. THE ZODIAC - A bi-monthly newspaper.
37. THE HANDBOOK - A guide to the organizations, rules and traditions of the school.

MUSIC

38. THE BAND. Group of 80-100 boys.
39. ORCHESTRA - 40-50 members.
40. A CAPPELLA CHOIR - 60-80 voices
41. CHORUS.

FORENSICS AND DRAMATICS

42. DEBATING.
43. ORATORY, DECLAMATION, EXTEMPORE SPEAKING.
44. PLAYS.

GIRLS' ATHLETICS

Although the girls of Central do not have a school athletic team, they do have physical education and intramural sports. Each girl is required to take gym her first year, and may elect it after that. During the year tournaments are held in volleyball, basketball and softball, and swimming.

Girls are given a chance to earn letters by accumulating a certain number of points. Individual activities include dancing, swimming, skating, hiking, bowling, bicycling and tumbling.

45. DUTY FORCE. A group of boys responsible for order in the halls, etc.

1

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46. "G" MEN. A secret detective force on the watch out for stealing etc.

ORGANIZATIONS AT CENTRAL EXCLUSIVELY FOR GIRLS

1.	GIRLS' LEAGUE - All girls are members.	
2.	GIRL RESERVES	110
3.	DEB-ETTE	20
4.	HOME ECONOMIC	30
5.	SOPHISTICATED SOPH	30
6.	SUB-DEB	20
7.	TAPPERETTE	35
8.	EUPHRONIAN	30
		<hr/> 275

EASTERN SENIOR HIGH
WEEKLY ACTIVITY CALENDAR

MONDAY CLUBS

1. BIBLE - 17 members
2. NEEDLECRAFT
3. SPORTSMAN - nine boys are members
4. CHEMISTRY - is for students majoring in chemistry
5. CAMERA - 16 members
6. BOXING and WRESTLING - 31 boys
7. BADMINTON - 20 members
8. TAP-DANCING
9. GIRLS' LIFE SAVING
10. STAMP COLLECTORS - 8 members
11. HISTORY - similar to an International club
12. HONOR SOCIETY - students selected by the faculty as outstanding, membership 75.
13. AUDITORIUM - a group of 35 girls who usher in the auditorium
14. QUILL and SCROLL - journalistic society for honorary students
15. STUDENT COUNCIL

TUESDAY

16. HOME ROOM ACTIVITIES
17. FRENCH CONVERSATION - for advanced students

WEDNESDAY

18. BOYS' DISCUSSION - discuss personal problems of boys
19. BOYS' TUMBLING- membership 6
20. GIRLS' TUMBLING - 17 members
21. BOYS' GOLF
22. MUSIC APPRECIATION
23. DRAMA - 21 members
24. FUR, FEATHER and FIN - an outdoor conservation club with 30 boys
25. PAINT SPLASHERS - an art club
26. MIX-MASTERS - a home economics club with 24 members
27. SOCIAL DANCING - 250 members, mixed
28. HI-Y - 25 members
29. FRENCH
30. GIRL RESERVES
31. GIRLS' DISCUSSION - personal problems of the girls are discussed
32. LATIN - 15 members
33. SPANISH
34. TRAVEL - 17 members

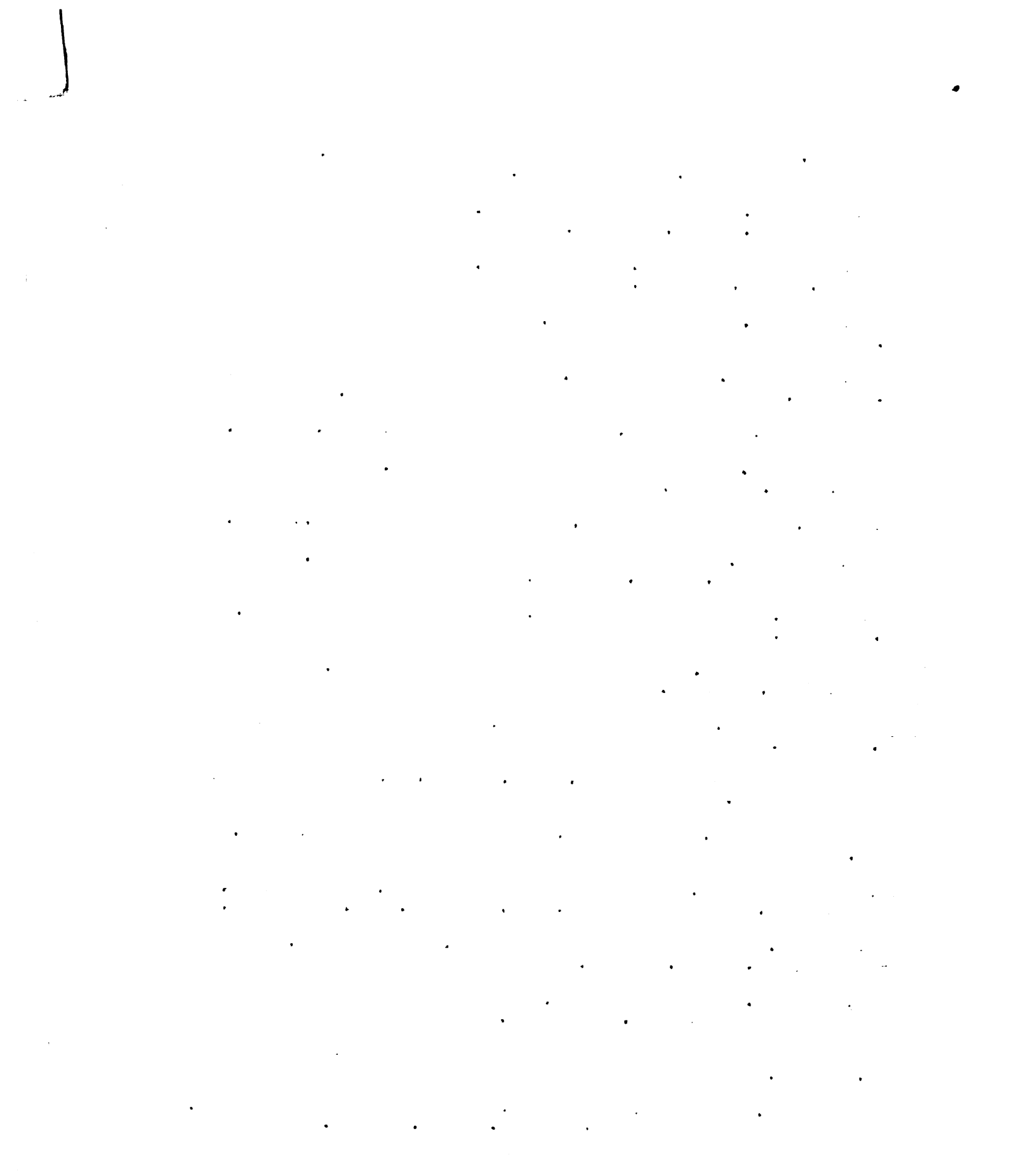
THURSDAY

35. ASSEMBLY- held in the auditorium for all the students

- 36. MOTOR CLUB - driving and safety rules taught
- 37. GIRLS' LEAGUE - for all the girls in the school, promotes musicals, teas and handles problems common to all the girls
- 38. CLASS MEETINGS
- 39. GIRLS' ATHLETIC ASSOCIATION - handles all athletic programs

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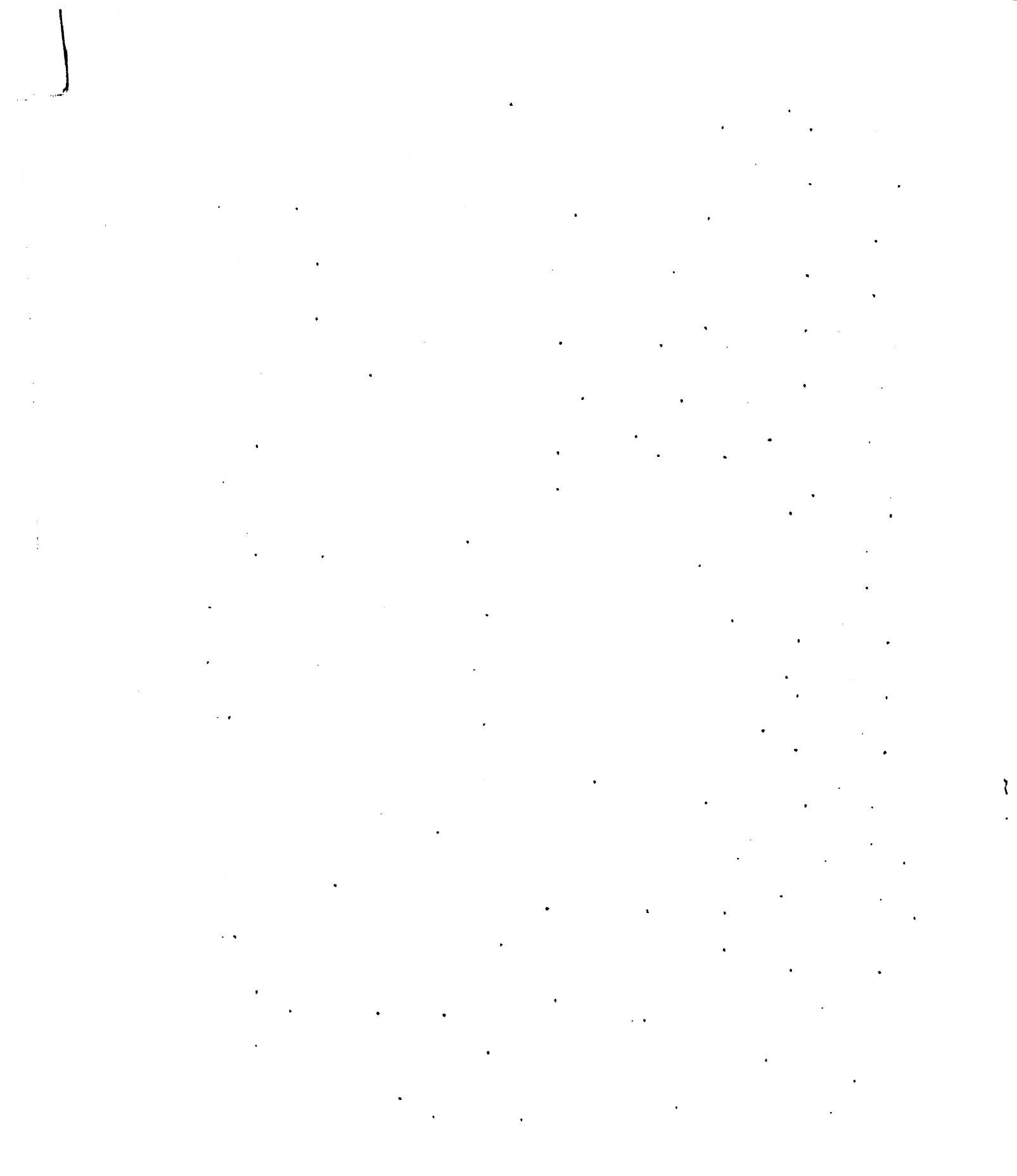
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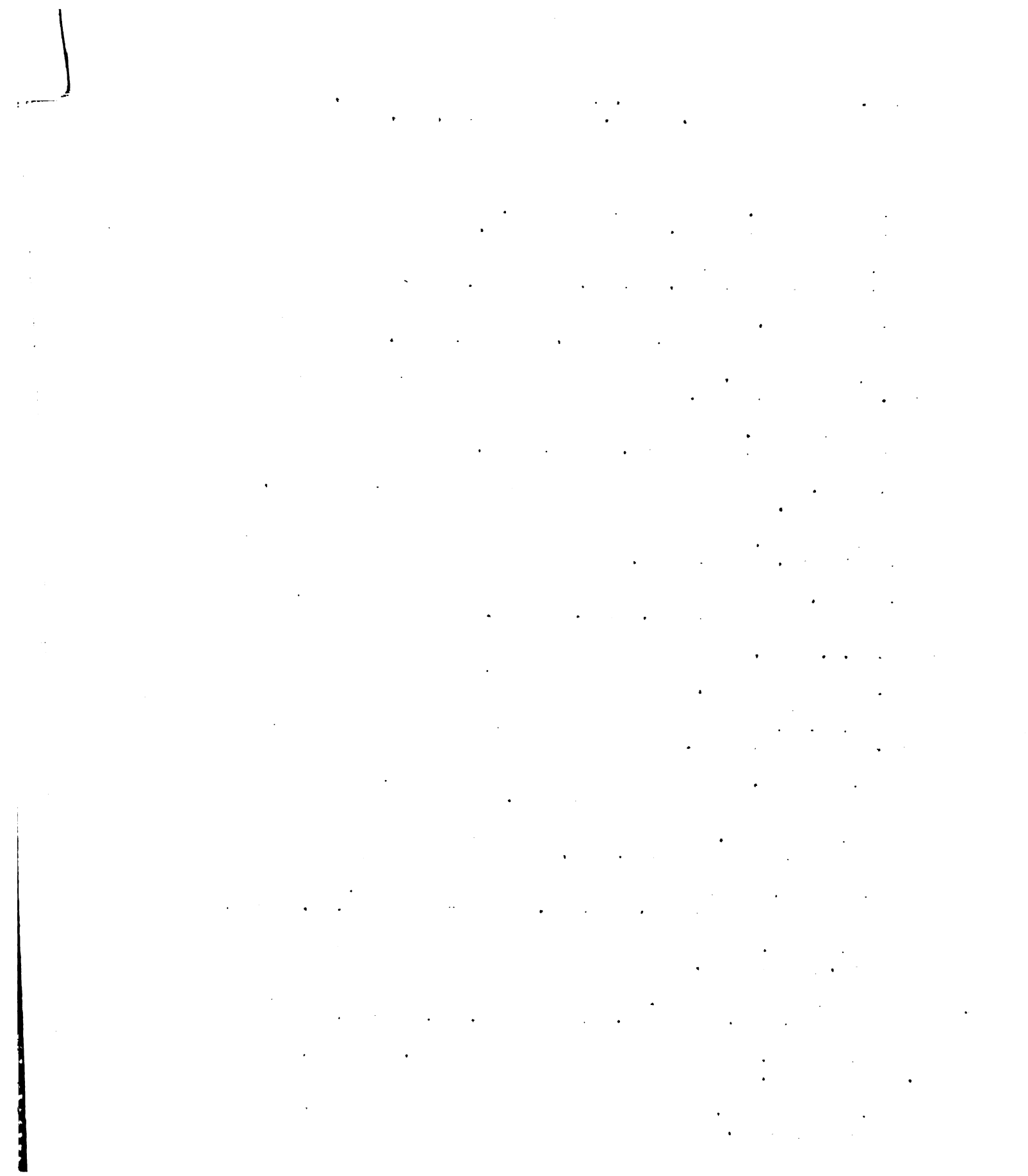
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